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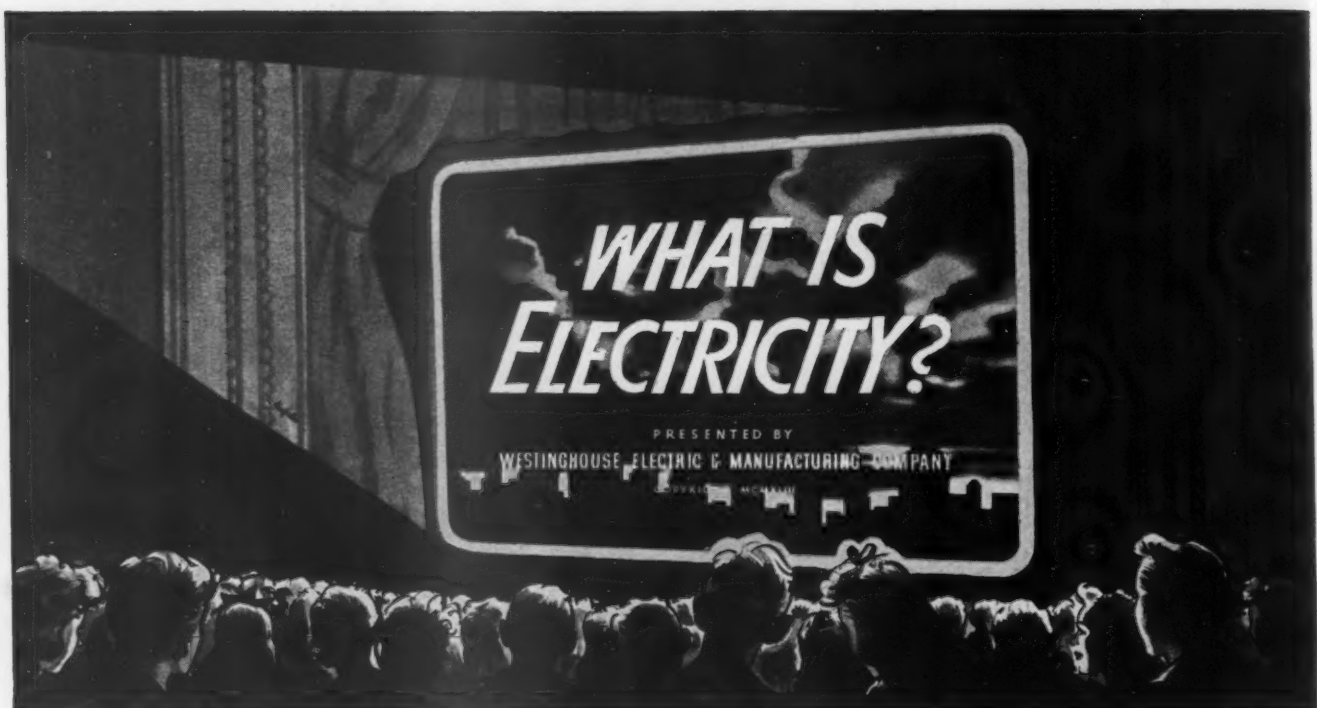
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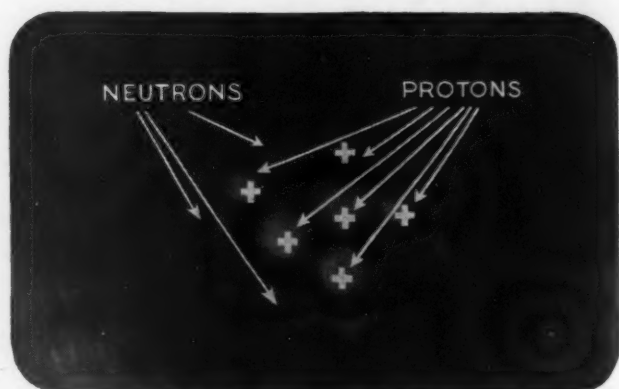
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SIERRA EDUCATIONAL NEWS

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Plate courtesy of Victor Equipment Co. (See Page 32.)

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LATIN-AMERICA

INFORMATION, PLEASE . . . ABOUT LATIN-AMERICA

Henrietta Tessin Baade, Teacher, Mariano Guadalupe Vallejo Junior High School, Vallejo, Solano County, Allan F. Locke, Principal

WHEN the 7th and 8th grades of the Vallejo Junior High School staged a Pan-American quiz program on Pan-American Day, the students and faculty discovered with delight that the savants of Information, Please, and the lisping prodigies of the Quiz Kids are not the only performers capable of delighting their audience with quick, accurate answers and keen wit.

Twenty-four student elected quiz kids showed their surprisingly intimate knowledge of our neighbor republics—and a really academic examination became a thrill-packed, exciting program for the entire audience.

Vallejo Junior High School is a double-session school due to overcrowded conditions. The entire student-body cannot convene in the auditorium at one time due to lack of space. Hence, each session must have its own separate assembly programs. On Pan-American Day, instead of presenting the same program to both groups, the older students of the morning session staged a forum discussion on political events, while the afternoon session decided upon a quiz program; both programs were first attempts, easily staged and highly successful.

When the Pan-American quiz program was announced, each homeroom of the afternoon school was asked to elect a representative to appear on the program. Much rivalry and enthusiasm resulted. Many homerooms carefully trained their representative by bringing in questions to the homeroom for many days preceding the program. Our librarian noted a frantic demand for all Latin-American books; reference books and encyclopedias were in constant use.

When the fatal day arrived, concentrating students, scrawled notes in hand, mumbling and comparing facts,

wearing large placards denoting their homeroom, filed to their places on the stage.

The narrator, the teacher in charge of the program, opened the program by explaining the rules and then proceeded with the questions; two or three students were at the microphone at all times to be ready for their question. A large map of the Western Hemisphere was on the stage for use in locating places.

One student at a blackboard in the centerback of the stage, wrote down the names of places and people as they were stated in the original question so that the audience could see the name written down and perhaps remember the facts more easily.

From every standpoint the program proved a successful venture—it was highly informative, it was competitive and exciting, and it was extremely interesting. Perhaps other teachers may be able to make use of our now historic Pan-American quiz program.

50 Questions for the Program

How many nations are there in the Pan-American Union? (21)

What is Pan-American Union? (An organization of the 21 nations of the Western Hemisphere, working for common goals and aims.)

Where are the headquarters of Pan-American Union? (Washington, D. C.)

What is the name of the range of mountains running down the Western side of South America? (Andes)

Name three large rivers of South America. (Amazon, La Plata, Orinoco, Magdalena, San Francisco, Parana, etc.)

Had anyone ever attempted to build a canal in Panama before 1900? (Yes, the French)

Who was the real founder of Pan-American Union? (Simon Bolivar)

When were the first foundations laid for Pan-American Union? (1826)

From what South American nation do

the world's loveliest emeralds come? (Colombia)

Go to the map and locate the regions where the Aztecs, Mayans, and Incas lived. (Mexico, Yucatan, and Peru, respectively.)

Where did Montezuma rule? (Mexico)

Who was the great Indian President of Mexico? (Juarez)

What land did Cortez conquer? (Mexico)

What land did Pizarro conquer? (Peru)

What land did Almagro conquer? (Chile)

Who was the great leader of Chile who led that nation to independence? (Bernardo O'Higgins)

Where is the island from which we get most of the asphalt to pave our streets? (Trinidad, off the coast of Venezuela)

What is the name of the large lake, located high up in the Andes? (Lake Titicaca)

What two Latin-American nations have no sea-coast? (Bolivia and Paraguay)

The capital of what South American nation is on the equator? (Quito, Ecuador)

What is the largest city in South America? (Buenos Aires)

Identify four of the following words: serape, mantilla, fandango, siesta, gaucho, chicle.

There has long been a suggestion to build a second canal through Central America. What is the name of the country through which this canal would pass? (Nicaragua)

The pianist will play three pieces on the piano. You must identify two of them. (Brazil, Estralita, Brazilian National Anthem . . . or others)

There is a prominent government official in Washington who speaks Spanish and has just finished another tour of Latin-America. What is his name? (Vice-President Henry Wallace)

Mexico City has one of the world's largest outdoor theaters. It was named after what famous American? (Lindbergh)

What land did Ponce de Leon once explore? (Florida)

What is a llama? (The small beast of burden of the Andes)

Who is Xavier Cugat? (Famous Latin American band leader)

What is a chinchilla? (Small fur-bearing animal of the Andes)

Where is the Island of Marajo? (In the mouth of the Amazon river)

Where does carnauba wax come from and what is it used for? (Brazil—used for floor wax and furniture polish)

What is Macchu Picchu? (Famous sacred Incan city high in the Andes)

Where is Petropolis and why is it famous? (Located in the mountains behind Rio de Janeiro; founded by Pedro II of Brazil; famous resort city)

Who is the famous South American sculptress living in Washington, D. C.?

(Senhora Maria Martina, wife of the Brazilian Ambassador)

What type of native Brazilian costume has Carmen Miranda made famous? (Baiano or Bahian, from city of Bahia on the coast of Brazil)

Where are Panama hats made? (Ecuador)

What important metal do we obtain from Bolivia? (Tin)

Who was the famous King of Haiti? (Henry Christophe)

Where is the Gulf of Guayaquil and why is it important? (On coast of Ecuador; highly strategic military area; heavily fortified)

Where is Tierra del Fuego? (Southernmost part of South America; belongs to Chile)

What two South American nations have erected a statue of Christ to symbolize their friendship? (Argentina and Chile)

Name three products used in our daily diet which have been curtailed due to the war. (Coffee, cocoa, sugar, chicle, tapioca, etc.)

Who is the President of Brazil and a great admirer of President Roosevelt? (Getulio Vargas)

Who is the man in Washington at the head of Inter-American cooperation and friendship? (Nelson Rockefeller)

Trace the route of the Pan-American Highway on the map.

What small insect is a great menace and terror of the Amazon jungle? (Ants)

Locate the Galapagos Islands and tell why they are important. (Off the coast of Ecuador; highly strategic in the defense of the Panama Canal)

Who was the chief engineer of the Panama Canal? (Goethals)

What Hollywood director has made the most popular pictures yet sent to Latin America? (Walt Disney)

Many other questions were asked dealing with the geography of the Western Hemisphere and merely involved the students locating the stated places on the map, the capitals of each of the Latin-American nations, well known regions and areas, rivers, product zones, and airplane routes. These questions can be adjusted to the length of the program.

* * *

Dr. Will French, after teaching in the summer session of Teachers College, Columbia University, is again on leave-of-absence for the academic year to serve as deputy superintendent of schools at Long Beach. He takes the place for the year, as he did last year, of Dr. Kenneth E. Oberholtzer, who is on military leave-of-absence.

PAN-AMERICAN CLUBS

CHILEAN MINISTER OF EDUCATION RECOMMENDS ORGANIZATION OF PAN-AMERICAN CLUBS IN ALL SECONDARY SCHOOLS OF CHILE

A COPY of the Pan-American Day message of Minister of Education Benjamin Claro Velasco to the students of Chile was received by the Division of Inter-American Educational Relations of the U. S. Office of Education.

The message gave a brief summary of the two philosophies which are fighting to the death in the present world war; pays tribute to liberty as the most precious possession of mankind; calls on each student to prepare himself to be a soldier for the defense of democracy; and, after quoting Agustin Nieto, Colombian Ambassador to Chile, and Vice-President Henry A. Wallace on hemispheric solidarity, makes the following 12 recommendations to the students of Chile

to promote inter-American good neighborliness:

1. To read and meditate on the life and works of the men who, in each country, have done major work to promote continental unity.
2. To celebrate the national holiday of each American country, singing their national hymns and paying respect to their flags.
3. To make great effort to understand the soul of the different peoples by means of these three effective forms of friendly approach; music, folk-dances and folk-lore.
4. To study the history and geography of each country, with special reference to the great routes of international commerce: to the unifying acts with which the American peoples have responded in the past to foreign aggression; and to the work of ex-officio ambassadors such as Andres Bello, Domingo Sarmiento, Eugenio Maria Hostos, and others.
5. To read daily in the press news of the

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peoples of America so as to be ready to send some form of material or spiritual help to students whenever any catastrophe befalls them.

6. To inform yourselves of the work of governmental and private agencies, such as the Ministries of Foreign Affairs, the Pan-American Union, the Rockefeller Foundation, the cultural cooperation agencies and the Red Cross, which work for better understanding among the peoples of the continent.

7. To make a list of the obstacles which make the union of the American peoples difficult and study ways of overcoming these obstacles.

8. To organize in every school a Pan American club, for the purpose of becoming better acquainted with the students of the other American republics and, particularly, to make more pleasant the life of the foreigners who are studying in the country.

9. To exchange a letter, at least once a year with some student in each one of the other American republics.

10. To make exchanges of student publications, stamps, pictures, posters, maps, photographs, books and pamphlets with other young people of the Americas.

11. To make a scrap-book with pictures and clippings showing the contributions that each one of the peoples has made to the cultural and material progress of America.

12. To keep permanently in sight, close by a flag of the fatherland, a map of the Americas so that the inspiration of your lives will come from the association of these two lofty symbols."

The Ministers goes on to say: "The above suggestions are only bare outlines of a plan for getting the people of the Americas closer together through the most effective means possible — you young people. It is up to you to give life to these plans, imbuing them with your zeal. Yours is the task of giving stable form to the spiritual unity of America. Once this spiritual unity is effected, it will not be difficult for us to come to an economic understanding and to arrive, finally, at the supreme aspiration, political unity."

United Air Lines announces the appointment of Harry A. Sullivan as assistant director of school and college service in charge of airline educational activities in the Bay Area.

Based in San Francisco, he acts as educational consultant for United in this district, giving information and guidance on

the establishment and direction of aviation programs in the various school systems.

Sullivan attended De Paul University and graduated from the University of Chicago in 1928; subsequently, he took graduate work at University of California and USC. He spent the last ten years in field work and educational production for The Macmillan Company; prior to that he taught in high schools at Chicago and Memphis.

A Guide to Canada

CANADA, Member of the British Commonwealth and Good Neighbor of the United States, by Frederick George Marcham, Goldwin Smith Professor of English History in Cornell University, is the initial pamphlet in the Cornell University Curriculum Series in World History, 80 pages, price 40c, address Cornell University Press, Ithaca, New York.

This excellent and timely bulletin includes: 1. an interpretative analysis, 2. a brief, annotated bibliography, 3. study and discussion questions, and 4. activities for pupils.

The analysis is written primarily for high-school teachers and suggests lines of emphasis which they may want to develop in their courses.

Health for Victory

HEALTH-For-Victory Club Meal-Planning Guide, an illustrated bulletin of 72 pages, with many charts and tables, is prepared by Home Economics Institute of Westinghouse Electric & Manufacturing Co., Mansfield, Ohio.

Issued monthly, it provides up-to-date practical information on all phases of meal-planning, with many recipes and specific instructions; single copy, 15c. Groups may purchase quantity lots for less, for distribution to their members.

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A MESSAGE TO TEACHERS

John F. Brady, President of California Teachers Association

THE teachers of California have a right to be proud of the part they have played in the war effort to date. Tens of thousands of boys and girls have been prepared in the classrooms to assume vital places in the armed services and in industry; thousands of men and women have cleared through the vocational and national defense classes of California's public schools to provide skilled helpers in the shipyards and factories; thousands more of students have been marshalled and supervised to help in the seasonal work on farms and in processing plants; countless hours of volunteer services in rationing and kindred war activities have taxed the energies of the teachers, to say nothing of the supervising and managing of the many drives and the sales of war stamps and bonds in our schools.

A Great Crisis

It goes without saying, therefore, that the war has brought to teachers unprecedented responsibilities and unprecedented opportunities, and the new school year, just now opening, will confront us with incentives no less urgent, and will, in fact, require that our every thought must focus on the winning of the war and preparing intelligently for the peace to follow. The right of way still must be accorded to those things which are directly serving the war effort, but at the same time teachers must align themselves with those thoughtful folks who will be seeking to condition the manner in which the transition is made from war to peace. We must not, for one moment, lose sight of the fact that this great period through which we are privileged to guide America's youth is possibly the most tremendously important period of all time and we are just now at the cross-

roads of one of the great crises in human history. We must be aware that the whole past of recorded history has prepared us for this moment and that the future of mankind will be profoundly influenced by the manner in which we use our victory.

We have entered what General Eisenhower characterizes as the fourth stage of the war, namely "the fierce offensive stage", and while many hard and terrifying campaigns lie ahead for our armies and those of our allies, we can now sense victory—complete and all-inclusive military

John F. Brady, President of California Teachers Association; Chief Deputy Superintendent, San Francisco Public Schools



victory. But too much should not be read into this conclusion that the war may come to a sooner termination than we had reason to expect a year ago. There are circumstances that can conceivably reverse this happy

prospect. Germany was as near victory in 1940 as the United Nations are today, and we must make sure that over-confidence or false optimism does not cheat us as it cheated the Axis then.

Just and Enduring Peace

If it can be said that a civilization discovers its real self when menaced by death, then we can confidently hope and pray that the travail through which the world has passed and is now passing because of this most terrible of all wars, will make it possible for us to emerge a stronger and more purposeful democracy than we were when it began, and that the great leaders of the Allied cause will be rendered capable of planning and instituting among the nations of the earth a just and an enduring peace.

ALL of our energies must be engaged from now until the time that peace has been established to work for this end, for, as has been stated in the document of the Educational Policies Commission on Education and the People's Peace, "the American people have to learn to understand that the real goal of this war, and the only goal worthy of its sacrifices, is the establishment of a just peace * * *. For as surely as the earth turns, force and violence shall be the law; and wars of cataclysmic destruction shall be the penalty; and blood and tears shall be the inheritance of that people who neglects to learn and to teach that the earth has grown smaller, that all men on it are fundamentally alike, that no human being need now lack food or shelter, and that science has made it necessary for men to live at peace if they want to live at all."

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

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NUMBER 7

PROGRESS REPORT

Roy W. Cloud

PRACTICALLY all of the schools of the state will be open at approximately the time this September issue of *Sierra Educational News* is published. Some districts will be unable to resume school work because of the teacher shortage. However, the California salary schedule, while not nearly as favorable as it should be, is attractive enough to teachers so that most of the schools will be in session this school year. At that, California is more fortunate than some of her sister states, which face the new school year with many additional teachers needed.

Following closely upon the close of school last term, the Delegate Assembly of the National Education Association convened June 26 to 29 in Indianapolis. The meeting was two days shorter than in other years. There were no general sessions and, as the membership was confined to delegates, there were about 1400 in attendance instead of the 10,000 to 12,000 teachers who usually are present at the big NEA meeting. Sunday and Monday of the convention were excessively hot. All records of Indianapolis were broken.

California was represented by more than 100 of its teachers. As has been the case for many years past, California had the largest delegation of any of the states. Mrs. Louise Beyer Gridley of Berkeley, NEA Director

for California, was in charge of the delegation and conducted the California meeting held on Monday morning, June 28. The regular California Breakfast was eliminated and the California Special Train was omitted in conformity with federal regulations.

Dr. Leonard L. Bowman of Santa Barbara was reelected a member of the executive board of the NEA.

Miss Helen Holt of Alameda, who made such an admirable record for two terms as president of National League of Teachers Associations, was not a candidate for reelection. Although urged to seek one of the NEA offices, she decided that she could not give further time to the arduous duties of the various positions. Miss Holt was in charge of League College which met immediately following the adjournment of NEA, at University of Indiana at Bloomington. California teachers in attendance report that the College this year attained a new high record for attendance and interest.

The NEA directors and executive committee have selected Pittsburgh, Pennsylvania, as the place of meeting of the 1944 Delegate Assembly.

There have been a number of major changes in school administration to be noted for this school year:

As stated in the June issue of this magazine, Dr. Curtis E. Warren, superintendent of schools of Santa Barbara, is now superintendent of San Francisco city schools. A successor has not yet been appointed to take

Dr. Warren's place in Santa Barbara, but Eldon Ford, who has been deputy superintendent there for a number of years, is acting superintendent.

Dr. Aubrey A. Douglass, for several years past, assistant superintendent of Public Instruction and chief of division of secondary education, has been selected by the governing board of the Modesto school district to serve as its superintendent. Dr. Douglass follows John H. Bradley who faithfully served Modesto as superintendent for a long period of time. Mr. Bradley has retired from educational work and is engaged in the furniture business at Orange where he purchased a large store.

Aubrey A. Douglass

Dr. Douglass has a fine reputation as an educator in California. He was for a number of years head of the department of education at Pomona College. He secured a leave-of-absence from his work there at the request of Dr. Vierling Kersey to follow Dr. Nicholas Ricciardi as commissioner of secondary education. Shortly after Dr. Kersey became the superintendent of schools of Los Angeles City, Dr. Douglass returned to Pomona but on the earnest solicitation of Dr. Walter F. Dexter, the present state superintendent, he resigned from his position at Pomona and has efficiently and successfully filled the state office. This change of position is indeed a loss to the state, as Dr. Douglass has been an inspirational counsellor who has given the schools of California real leadership.

He is succeeded by his assistant, Frank B. Lindsay, who has a fine understanding of secondary problems. His last position, before going into state work, was in the San Bernardino junior college. During his years in the state employ, Mr. Lindsay has made many friends. We bespeak for him a successful experience as chief of the division of secondary education.

J. Warren Ayer, who resigned from the superintendency of the Eureka schools, has been succeeded by Harold Wilson Adams of Silverton, Oregon. Mr. Adams comes

to California with a fine record of experience. Before assuming his work as superintendent of schools of Silverton, he served 1930-38 as principal of the Corvallis, Oregon, high school. He was principal, Payette, Idaho, high school, and superintendent of schools of Elk River, Idaho. He is a past president of Oregon State Teachers Association and for several summers was a staff member of Oregon State College summer school. Superintendent Ayer has gone to Ohio where he plans to spend several months at his old family home.

Another change is in the Chabot Terrace District, Solano County, one of the fastest-growing parts of California. Very few other sections of the state have increased in size so rapidly as this district has. Fred Goodell, formerly of Ione and Stockton, was superintendent at Chabot and had been offered by Vallejo Superintendent John Alltucker the position of deputy superintendent of schools of Vallejo, into which the Chabot Terrace district had been incorporated. However, before assuming the position, Mr. Goodell received his commission as a lieutenant, senior grade, in the United States Navy and has gone East to serve his country.

Among educational changes outside of California of interest to people of this state is the election of Dr. Einar W. Jacobsen, formerly city superintendent of schools of Oakland and more recently dean of the school of education at Pittsburgh, as the president of University of Louisville, Kentucky. His election to this important position came as a surprise to him, as he had been giving very splendid service and had found a real place for himself at Pittsburgh. University of Louisville is one of the finest of the small universities of the South, well endowed and with a good enrollment. Dr. Jacobsen has a wonderful opportunity of rendering an outstanding service for education in the South. He entered upon his new duties July 1.

AT request of National Education Association, three conferences were held in California on Saturday, August 14, Monday, August 16, and Tuesday, August 17. The NEA sent to California Mr. Forrest Rozzell, a superintendent of schools in Arkansas and a former member of the Arkansas State Legislature. At the conferences he stressed the needs of Federal Aid for Education. He outlined methods of procedure by which California might assist in the efforts of NEA to have Congress enact Federal Aid legislation.

The conferences began with a lunch-

eon meeting on August 14, in Los Angeles, under direction of Arthur F. Corey, executive secretary of CTA Southern Section. The second meeting was held in San Francisco on the 16th, at California Teachers Association headquarters, 155 Sansome Street. This meeting was under direction of Earl G. Gridley, secretary of Bay Section California Teachers Association. The meeting on the 17th was arranged by Malcolm Murphy, president of CTA Northern Section.

Mr. Rozzell is a capable speaker and impressed the members of these three conferences with the necessity of Federal Aid without Federal dominance. It is hoped that with the reconvening of Congress on September 14 the NEA will be successful in its long-time efforts in this cause.

With the beginning of the present school term, Mrs. Louise Beyer Gridley will open the drive for the NEA War and Peace Fund. Officials of NEA have made plans for carrying on intensive work throughout the entire United States for good school conditions and continued educational activity after the war is won. Every State in the Union has been given a quota which it is expected will be raised in order that a war chest may be maintained by national association to finance necessary activities for carrying on the profession as it should be conducted. Mrs. Gridley has outlined her plans and method of procedure and it is to be hoped that the \$47,200 quota which has been fixed as California's share of the War and Peace Fund will soon be raised.

As the closing part of this article we present a list of the bills which were before the last session of the Legislature, were signed by the Governor, and have now become law. Proposals which were urgency measures became operative immediately upon their signing by the Governor. All of the others became effective on August 4 and are now in the school law.

A new Education Code was adopted during the session, combining within itself all laws formerly parts of the School Code, Political Code, Code of

Civil Procedure, Penal Code and other state codes which relate to education. The Education Code will not be printed until 1944, but Dr. Alfred E. Lentz, administrative advisor of the State Department of Education, will furnish explanations of any portions of the new Code whenever it may be necessary.

It was with a very great deal of regret we learned, on the day after the final signing of the bills, that Governor Warren had not signed the Teacher Retirement proposal. In vetoing the retirement bill, the Governor wrote as follows:

"It is my considered opinion that A.B. 1107 should be disapproved, principally for the reason that neither the Legislature nor the public in general nor myself have a clear picture of all its implications."

The Governor then referred to the costs and discussed what he considered to be inequalities between the contributions of certain teachers. He then stressed the fact that the deficit in the present fund was approximately \$135,000,000 and said:

"The enormity of this situation and the years of financial commitments involved make it absolutely necessary for the State to move in the matter only after careful and detailed studies.

"For years I have believed that teachers pensions are also inadequate. Both of these conditions must be corrected, but when the system is changed at the enormous cost of from \$140,000,000 to \$180,000,000, it must be done once and for all with fairness to all concerned, otherwise it will not remain corrected. . . .

"It is my belief that this matter should be thoroughly studied by the State in conjunction with the teachers and the public, and that it should then be determined at a special session of the Legislature, called for that sole purpose within the next year.

"No harm can come from such a procedure because A.B. 1107 does not become operative and the teachers can receive no benefits under it until July 1, 1944. I believe the people of California have confidence in the teaching profession of our State and that they will do full justice to them when the facts are fully before them. That also will be my aim."

In signing S.B. 307, which CTA introduced to increase the state contribution to the elementary school system, Governor Warren cut the appropriation from \$8,250,000 to \$4,500,000 and stated that he was signing the bill to provide \$4,500,000

for the school year 1943-44 only, and that a special session he plans to call will make proper appropriations for the school year 1944-45 should additional funds be necessary.

THIS past session of the Legislature was one of the best for education that I have encountered in my time as the representative of the California teachers. While the list which follows gives a general idea of all of the new school laws, there are several which should have further mention:

A.B. 561 by Assemblyman Gaffney of San Francisco, is the California Teachers Association Sick-Leave Bill. For a number of sessions we endeavored to have a sick-leave proposal enacted but were unable to secure its passage. This year we sponsored two bills, one introduced by Senator Swan, the other by Assemblyman Gaffney. Both bills went through. As the Assembly bill passed first, it was the one which we requested the Governor to sign.

It does not change the present law which provides for the payment of the difference between the salary of the teacher and the amount paid the substitute for 5 school months in case of illness. The new law provides that, in addition to the differential noted above, a teacher shall receive full salary for illness for a minimum of the first five days, or any 5 days in a school year. If a board of trustees desires to give more than 5 days of sick-leave with full pay, the law specifies that it may do so. It further provides that if a teacher does not use the 5 days during any school year, the time shall be cumulative up to 25 days. The 25 days, however, is a minimum and a board may grant additional days with full pay if it so desires.

A.B. 604, by Assemblyman Dilworth, is the California Teachers Association Minimum Salary Bill. As it was introduced, it fixed a minimum salary of \$1620. As it was passed and signed by the Governor, it provides that every full-time teacher in the state shall have a minimum salary of not less than \$1500. A good feature of the introduction of the bill at \$1620 is that a large number of schools have already fixed \$1620 as their minimum salary. I hope that the larger amount so fixed will continue as a minimum salary throughout the state. It shall be our endeavor at a future session of the legislature to have the amount raised so that the statutory minimum salary shall be \$1620.

It is interesting to note that A.B. 1205, by Assemblyman George D. Collins of San Francisco, gives legal recognition to California Teachers Association. The law which was enacted by the passage of this bill places the President of California Teachers

Association as an additional member on the panel (previously 5) created by the Youth Correction Authority Act. Mr. John F. Brady, Chief Deputy Superintendent of Schools of San Francisco and President of California Teachers Association, is now a member of the Youth Correction Authority panel. Mr. Brady attended his first meeting as the new member of the panel on Monday and Tuesday, August 16 and 17, in Sacramento. The six members of the panel are presidents of state-wide organizations such as the State Bar Association, State Medical Association, etc. The panel institutes procedures and is responsible for the employment of those state officers who look after the delinquent youth of California.

A.B. 1278, by Sargent and Knight, legalizes the counting of attendance of a summer school in a junior college district. It provides that the attendance at a junior college summer session shall be added to the attendance of the regular school year and the number of days such school is maintained during the regular school year shall be used as the divisor in computing the average daily attendance.

A.B. 1291, by Beck and McMillan, gives the same provisions for summer schools conducted by high school districts.

A.B. 1316, by Assemblyman Gardiner Johnson, is a tenure law for faculty members in State Colleges.

A.B. 1318, also by Mr. Johnson, protects all of the credential, contractual and tenure rights of teachers in the Armed Services or the auxiliaries thereof or in full-time service in American Red Cross.

S.B. 307, by Senator DeLap, was introduced by California Teachers Association to provide additional state funds for the elementary schools. The amount originally requested was reduced both by the Legislature and the Governor. It provides, in addition to all other elementary funds, that the state shall apportion \$4,500,000 to be used exclusively for teachers salaries in the elementary schools during the present school year. It is hoped that we shall be able to secure the enactment of legislation which will continue this additional elementary aid.

S.B. 382, by Senator Slater, protects the retirement rights of teachers in the Armed Forces, in the auxiliaries thereof, and for full-time service in American Red Cross.

S.B. 618, by Senator Engle, is of exceedingly great value to small high schools. For the next two years, it guarantees to every small high school in which the average daily attendance has been greatly reduced, that 80% of the 1941-42 attendance shall be counted if the regular a.d.a. falls below that number.

Several bills which were sponsored by the State Department of Education are worthy of considerable study. First of these is S.B. 511, by Senator Jespersen. Under the provisions of this law a certificated em-

ployee who refuses to fulfill a contract of employment, or leaves the services of the district without the consent of the governing board, shall have his credentials suspended.

S.B. 825, by Rich and others, provides that all teaching credentials which need renewal shall be automatically kept in force until June 30, 1945.

S.B. 827, by Rich and others, provides a salary of \$5400 for the Deputy State Superintendent of Public Instruction. This is \$400 more per year than the salary paid to the State Superintendent. (The salary of the State Superintendent is inadequate and should be made commensurate with the importance of the office.)

A.B. 1259, by Assemblyman Stream of San Diego County, requires a permanent employee of a school district to notify the governing board of the district before July 1, when he is requested to do so, of his intention to remain or not remain in the district. If he fails to so notify the board, his credentials and certificates must be suspended for one year or less.

Complete List of Enactments

The following is the list of educational measures enacted at the 55th session of the California Legislature and signed by the Governor:

S.B. 4 Engle. Relates to county officers, deputies and assistants who have entered the Armed Forces, and their return to office prior to the time at which their terms would have ended.

S.B. 11 Swan. Relates to admission of students to junior colleges and removes age requirements; applies only to unified school districts.

S.B. 53 Tenney. Relates to licensing and supervision of private schools teaching foreign languages.

S.B. 60 Hatfield. Reduces required age of school bus-drivers from 18 to 17 years.

S.B. 113 Quinn. Specifies the maximum tax rate that can be levied for high school tuition charges for children residing in an elementary district not in any high school district.

S.B. 147 Gordon, Swan and Mixer. An urgency measure; permits a retired teacher to accept employment in any teaching capacity in a public school.

S.B. 168 Hatfield. Relates to withdrawal of a school district.

S.B. 193 Brown. Provides that during the national emergency no suspended school district shall be lapsed, except with the prior approval of the county superintendent of schools.

S.B. 231 DeLap. Relates to auditing of blanket school-warrants; Los Angeles County is exempted.

S.B. 234 Salsman. Appropriation act for San Jose State College.

S.B. 251 Brown and Engle. Relates to

liability of public officers and employees.

S.B. 307 DeLap, et al. CTA bill for additional State Aid to elementary school districts. Urgency measure.

S.B. 318 Swan. Provides for a member of a junior college staff on the State Curriculum Commission.

S.B. 381 Slater. Makes a \$50 limit for membership of junior colleges in societies, associations and organizations.

S.B. 382 Slater. Provides protection of retirement rights for teachers serving in the Armed Forces.

S.B. 437 Mixter. Relates to optional permanent classification of certain types of teachers for the duration.

S.B. 451 Burns. Relates to services for physically-handicapped children.

S.B. 471 Deuel. Provides for the extension of a one-year leave-of-absence of an employee of a State College, during the national emergency.

S.B. 472 Deuel. Provides that special cumulative building funds may be invested in government bonds.

S.B. 498 Collier. Permits the county school superintendent to apportion funds from the unapportioned county high school fund to a high school district for expenses incurred because of temporary emergency conditions.

S.B. 502 Collier. Relates to leaves-of-absence for State College employees.

S.B. 503 Collier. Relates to emergency credentials.

S.B. 504 Slater. Relates to vocational rehabilitation.

S.B. 508 Salsman. Provides that governing boards may lease buses belonging to the district to a common carrier for transportation of persons engaged in agriculture or other war industries.

S.B. 511 Jespersen. Provides that any certificated employee who refuses to fulfill a contract of employment or leaves the service of a district without consent of the governing board, shall have his credentials suspended.

S.B. 548 Hatfield. Provides that a governing board may furnish accident insurance for pupils.

S.B. 618 Engle. Provides that in any high school with 500 or less pupils, State apportionments may be made on 80% of 1941-42 average daily attendance, if attendance for the year falls below that number.

S.B. 718 Breed. Appropriation for University of California.

S.B. 725 Quinn. Repeals School Code section 5.63 which provides for payment of tuition by out-of-state students at State Colleges.

S.B. 752 Swan. Provides a board of examiners for vocational teachers who shall set up an examination for vocational teachers desirous of qualifying for the baccalaureate degree.

S.B. 779 Luckey. Relates to employment of minors during the emergency.

S.B. 825 Rich et al. Relates to teaching credentials; keeps all credentials, except emergency and defense credentials, in effect until June 30, 1945.

S.B. 827 Rich et al. Makes the annual salary of Deputy State Superintendent of Public Instruction \$5,400.

S.B. 917 Fletcher and Burns. Investing surplus funds in government bonds.

S.B. 923 to S.B. 944 inclusive, Slater. The new Education Code.

S.B. 1008 Swan. Provides that all necessary criteria for judging textbooks shall be furnished to any person desiring to bid on a textbook for which the State Board of Education has issued a call for bids.

S.B. 1013 Swan. Provides that permanent employees dismissed because of the effect of the war shall have preferred right to reappointment in the order of the original employment if the number of teachers be increased, or such service is re-established within one year after the cessation of hostilities.

S.B. 1110 McCormack. Relates to leasing of real property by school districts for production of natural gas.

A.B. 48 Howser. Relates to letting of contracts in connection with any national emergency training instruction.

A.B. 113 Howser. Provides that any employee of a board of school trustees or board of education in a position not requiring certification qualifications, who is ordered to serve in the Armed Forces, or in a war industry, shall regain all rights to his position within one year from the date of the peace treaty.

A.B. 143 Weybret. An urgency appropriation for California Polytechnic School.

A.B. 162 Clarke. Reduces from 18 to 17 the age of any person who drives a school bus transporting pupils to or from school.

A.B. 278 Beck and McMillan. Relates to local retirement systems.

A.B. 283 McMillan. Released time for religious education.

A.B. 307 Sawallisch. Child Care Centers.

A.B. 363 Robertson. Relates to pay of a substitute for an exchange teacher.

A.B. 384 Lowrey et al. Relates to the legal holidays for schools.

A.B. 412 Middough et al. Relates to Youth Correction Authority.

A.B. 421 Middough. Permits governing boards of school districts to grant use of school buildings and equipment without charge to public agencies for the purpose of holding examinations for the selection of personnel.

A.B. 422 Middough et al. Provides that service by a person under a defense credential shall not be included in computing service required to attainment of tenure.

A.B. 443 Desmond. Relates to the canvass of returns of a school district bond election.

A.B. 475 Gannon et al. Appropriates \$50,000 to the Adjutant General for maintenance of California High School Cadet Corps.

A.B. 539 Thurman. Provides that the governing board of a high school district having an assessed valuation of \$5,000,000 may establish and maintain with the approval of Superintendent of Public Instruction and State Board of Education one or more junior colleges.

A.B. 561 Gaffney et al. CTA sick-leave bill.

A.B. 587 Crowley. Appropriation for California Maritime Academy.

A.B. 604 Dilworth et al. CTA minimum salary bill, establishing a minimum salary of \$1500.

A.B. 644 Miller and Thompson. Provides that the governing board of a school district may require persons or organizations using school facilities at the community recreation center to pay fees for such use.

A.B. 789 Leonard. Gives State Superintendent of Public Instruction power to permit closing of schools or certain grades thereof, with the consent of the Governor, when such action is necessary for the harvesting or planting of crops.

A.B. 906 Burkhalter. Provides a method by which a school district which has become a branch of a county library system may withdraw from such system.

A.B. 956 Kellems et al. Transfers Santa Barbara State College to University of California.

A.B. 998 Kilpatrick and Crowley. Relates to California School for the Blind.

A.B. 1009. Sheridan et al. Authorizes public agencies to withhold amounts from salaries to comply with provisions of U. S. Internal Revenue laws.

A.B. 1062 Waters and Fourt. Relates to local teacher retirement systems.

A.B. 1132 Dilworth. Provides that if the a.d.a. in any kindergarten shall be 10 or less for the school year, the governing body of such district may close the kindergarten or may combine it with the first grade of an elementary school, but the kindergarten attendance shall not be counted for apportionment of State funds.

A.B. 1140 Kellems et al. Provides for establishment of a School of Aeronautical Engineering in University of California at Los Angeles.

A.B. 1205 George D. Collins. Add the President of California Teachers Association to the panel created by Youth Correction Authority Act.

A.B. 1252 Werdel. Provides that any qualified elector shall be eligible to become a member of the city board of education.

A.B. 1259 Stream. Provides that if a permanent employee of a school district

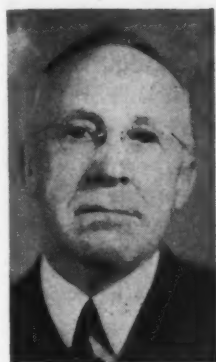
The Presidents of California Teachers Association's Six Sections



Portraits of the Presidents of the six Sections of California Teachers Association: Top left, Viola Meints, Central Coast; top right, Mrs. Geneva P. Davis, Southern.



Below (left to right), Robert J. White, Bay; Malcolm P. Murphy, Northern; Erwin A. Dann, Central; Frank M. Williams, North Coast.



fails to notify the governing board of his district before July 1, when requested to do so, of his intention to remain or not to remain, credentials and certificates held by such employee shall be suspended for one year or less.

A.B. 1278 Sargent and Knight. Provides method of apportionment for summer schools at junior colleges.

A.B. 1287 McMillan and Beck. Changes the name of physical inspector to supervisor of health.

A.B. 1290 Beck and McMillan. Relates to the time when continuation classes may be held.

A.B. 1291 Beck and McMillan. Provides for summer schools in high school districts.

A.B. 1314 Johnson. Provides for revocation or suspension of credentials granted by State Colleges.

A.B. 1316 Johnson. A tenure plan for employees of State Colleges not under civil service.

A.B. 1317 Johnson. Provides for leaves-of-absence for employees of State Colleges who have entered the Armed Forces.

A.B. 1318 Johnson. Protects the credential, tenure and contractual rights of teachers serving in the Armed Forces.

A.B. 1388 Crowley. Relates to California Maritime Academy.

A.B. 1444 Gaffney et al. Relates to courses-of-study for junior high schools and

elementary schools located in a high school district where the governing boards are identical.

A.B. 1503 Burkhalter. Relates to programs in connection with national defense.

A.B. 1504 Gaffney et al. Provides for the display of the National Flag and the California Bear Flag.

A.B. 1526 Gannon and Desmond. Sick leave for employees exempt from Civil Service.

A.B. 1542 Guthrie et al. Appropriation for University of California.

A.B. 1590 Johnson. Relates to appropriations for University of California.

A.B. 1602 Stream and Burns. Appropriation for University of California.

A.B. 1733 Hawkins and McMillan. An urgency measure for Child Care centers, and provides an appropriation of \$522,500; \$22,500 of which is to be used by the State Department of Education for a survey of local need.

A.B. 1842 Desmond. Provides that food shall not be served nor sold at any cafeteria operated by a school district to anyone except pupils and employees of the school district, and to anyone else under Civic Center Act.

A.B. 1848 Denny. Adds new School Code sections relating to changing district boundaries.

A.B. 1849 Gannon. Provides for the setting up of cadet corps in any high school

in which there are more than 100 male students enrolled. It is mandatory upon the school district to set up the corps but not mandatory upon the pupils to enroll. It provides for standards of certification. It further provides that districts with fewer than 100 male students may set up such courses.

A.B. 1907 Johnson. Relates to eligibility lists for non-certificated employees.

* * *

Dr. John L. Lounsbury, president of San Bernardino Valley Junior College, has been appointed chairman of a special committee on Postwar Plans for Junior Colleges, according to announcement by Walter C. Eells, executive secretary of American Association of Junior Colleges.

Other members of the committee are J. W. McDaniel, Bakersfield Junior College; Charles S. Morris, San Mateo Junior College; George A. Odgers, Multnomah College, Portland, Oregon; James L. Beck, Thornton Junior College, Harvey, Illinois; C. Gregg Singer, Penn Hall Junior College, Chambersburg, Pennsylvania; Milton D. Proctor, Westbrook Junior College, Portland, Maine; and Richard G. Cox, Gulf Park College, Gulfport, Mississippi.

The committee will study all phases of administration, organization, and curricular adjustment in the 600 junior colleges of the country and make recommendations for most desirable adaptations of junior colleges to post-war needs.

NEA WAR AND PEACE FUND

Louise Beyer Gridley, Berkeley; NEA State Director for California

LAST year the National Education Association found that its funds were entirely inadequate to the heavy demands made upon that organization in its work of protecting the educational opportunities of the youth of the Nation.

The dues have been sufficient for ordinary routine organization work, but so many serious situations have arisen due to present crisis that your Association has issued an appeal to the teachers of the Nation for help. Already half of the profession has responded.

THROUGHOUT the United States today, one of the most critical situations is the matter of teachers salaries. Since Pearl Harbor 100,000 teachers have left the schools, and 200,000 teachers will be new in their positions this year. Sixty-six thousand teachers are paid less than \$600, and 360,000 less than \$1,200. Everywhere schools are handicapped and in danger of breakdown.

The Fund will be used over a period of years, for emergency activities beyond the regular program of the Association:

To secure and maintain adequate salaries for teachers during and after the war.

To obtain action to correct grave educational deficiencies revealed by Selective Service.

To seek adequate financial support of education on local, state, and national bases.

To keep in active touch with the many departments, bureaus, and agencies of the federal government whose decisions concern education.

To protect the integrity of the schools against the tendency of other agencies to take over their functions.

To foster legislative and administrative functions.

To foster legislative and administrative measures to deal with rapidly increasing juvenile delinquency.

To work for an educational representative at the peace table and for the establishment of an International Office of Education.

CALIFORNIA Teachers Association will assist in this important Campaign, but all contributions will be sent to the National Association.

Please do not wait to be urged. If your CTA Section or local association fails to ask you, send your check, payable to NEA, for at least \$2 to 155 Sansome Street, San Francisco 4. Remember, this is a contribution we should make in addition to the dues to our national organization.

More than ever before, it is absolutely necessary that the teachers be united in support of the public schools and in protecting the welfare of teachers.

BOOKS ACROSS THE SEA

Iona Robertson Logie, Los Gatos

DO you wish to help spread true conceptions about our country and its history abroad, correct false impressions and share with our Allies some of the newer ideas developed in this land of ours?

Throughout Great Britain, there is

a growing interest in the U. S. A. Yet, because of the destructions of 20 million volumes (a fact we do not realize here), the paper-famine in England, and the necessity of cutting down normal reprinting of old, and publishing of new books, teachers, study-groups and many ordinary citi-

zens find it difficult to get the information they want about the USA.

Books Across the Sea is a goodwill organization for the exchange of selected Ambassador Books. BAS came into being through the initial book gifts of Mrs. May Lamberton Becker of the Herald-Tribune (NY), and Frederick G. Melcher, editor of Publishers Weekly; has been directed by Mrs. Beatrice Warde and now rejoices in having Professor Allan Nevins as its new president.

In the USA it is sponsored by the English-Speaking Union.

At their national headquarters, 30 Rockefeller Plaza, New York City, some 500 books are housed which have been generously sent over as gifts from Britain during the past two years. These messengers and interpreters of present-day Britain are to be read in the library or loaned out.

A Two-Way Exchange

This movement is part of a two-way exchange to offset Nazi propaganda aimed to divide and conquer. Americans in Britain and those at home have united to spread current, realistic information about both countries, instead of outmoded ideas, far from representative. The English-Speaking Union collects appropriate American books, packs and mails them to Books Across the Sea, Aldwych House, London, W. C. 2.

Because of the strict limitation of cargo space, books must be carefully selected so that they concentrate on books not published in England and useful, whether fiction or fact, as portraits of life in America. Lists of specially-called for books are published by the ESU from time to time.

Westerners will be particularly interested in the British desire for books on our frontier history and the West today. Individuals may contribute donations, or books which will be sent to London by the California Branch of the English-Speaking Union, Room 216, 465 Post Street, San Francisco.

If more convenient they may send to any one of the three offices of Chapters of the California Branch of the ESU at 2425 Wilshire Boulevard, Los Angeles; or 1022 State Street, Santa Barbara; or 515 San Geronimo, San Diego.

Donors may write their names and addresses on the flyleaf, if desired.

Contact!

Grace Parsons Harmon, Summer Defense Worker, North American Aviation, Inc.; Teacher, Florence Avenue School, Los Angeles

IN this I glory,
For this I flaunt my pride:
That I have helped build planes,
That I have worked beside
Fathers, mothers, wives,
Each fighting for the peace
That brings a loved one home,—
Nor wish the war to cease
Until the ends are won
That keep from other wars
Their children's, children's sons.

In this I revel:
My spirit soars and shouts
In rhythm with the clamor,
The tumult all about,
Cadences exultant,—
The boom and beat and din
That send a hundred fighting planes
Where we are pledged to win,
The paeans of the drills,
Gongs, hammers, presses, files,—
A symphony that thrills!

My soul pleads humbly:
"Please, God, by Thy dear hand,—
Should what we build, be shattered —
Just tool the plane to land!"

It was wonderful to be allowed to do our Victory Shift for two months this summer. NAA sent us to their school, then put us on some real production work.

I am sure many feel that same sense of gratefulness in being allowed to serve on a production line.

J. Warren Ayer

J. WARREN AYER left the Eureka school system on August 1, where he has served as city superintendent during the past four years.

He retired from school administration after 21 years of service as superintendent of schools in 3 cities in California, having spent 9 years at Los Gatos and 8 years at Monrovia prior to his service in Eureka.

He has been engaged in educational work continuously since 1907. Between 1907 and 1922 he held teaching and administrative positions at Winona Academy, Indiana; Lebanon University, Ohio; State Teachers College, California; Pennsylvania; Cincinnati Public Schools; and Phoenix Union High School.

Mr. Ayer had his educational training at

Otterbein College, Cincinnati University, and Stanford University.

Since Superintendent Ayer took office in Eureka, 4 modern elementary school buildings were constructed, rehousing practically the entire elementary school population of the city, a new high school woodshop and classroom structure was completed and new quarters for band and orchestra instruction was built.

Mr. Ayer is succeeded by H. W. Adams, superintendent of Silverton, Oregon, schools. (See Pages 7, 8.)

* * *

Children's Book Week

A MANUAL OF SUGGESTIONS is issued free of charge to teachers, librarians, program chairmen, editors, broadcasters and a host of other supporters of Book Week (November 14-20).

The manual includes an exposition of the purposes of Book Week 1943; a brief history of the project; suggestions to individuals, clubs and groups, teachers and school librarians, public librarians, and booksellers; and descriptions of aids available October 1 at a nominal cost. It urges all groups to co-operate and make Book Week a community effort using all available resources of the local press and radio.

The 1943 Poster, designed by Elizabeth Orton Jones, in full color, is 16 x 19 inches. Prices are 25c each; 5 for \$1.00. Mats for local newspapers have been designed with a reproduction of the poster and three separate stories of varying length to permit elasticity in placing copy. Marie Louise Twaddell, assistant director, Book Week Headquarters, 62 West 45th Street, New York City 19.

Geographic Bulletins

A TIMELY aid in the special wartime problems of teaching is the unique educational service provided to schools by National Geographic Society Geographic School Bulletins.

This is a weekly illustrated periodical which describes the places, peoples, industries, commodities, and scientific developments toward which the news has directed popular interest. A geographic link between the tense news of the day and the quiet classroom, the Bulletins resume publication on October 4.

Containing five brief factual articles and seven illustrations or maps in each issue, the Geographic School Bulletins are published for 30 weeks of the school year.

The Bulletins are sent out to teachers upon request. The only charge is 25 cents a year to cover mailing costs.

* * *

Ginn and Company have brought out a remarkable illustrated book of 270 pages, *Never Surrender*, by Fitzgerald. Ten original biographies of free men in action enables students to emotionalize and enrich their understanding of what freedom makes of men. For use in English or civics classes, grades 7-10. Exercises, topics for library reading, and subjects for themes accompany the stories; price \$1.

* * *

Science, A Story of Progress and Discovery, by Davis and Sharpe, first published in 1936, now appears in revised edition; Henry Holt and Company, 257 Fourth Avenue, New York City; price \$1.84. This completely modernized big book of over 500 pages is an admirable high school course in general science. A teachers manual by Davis comprises 48 pages.

Please Help Us With Changes of Address

Your state office is always working on changes of addresses of members. If you have changed your address, or if a member of your staff has moved to another place, please write the new address below and mail this coupon to CTA, 155 Sansome Street, San Francisco, 4. Give your zone number.

Full Name

Former Address

New Address

PRE-INDUCTION TRAINING

WHAT DOES THE ARMY EXPECT FROM THE SCHOOLS?

Brigadier General Joe N. Dalton, Director of Personnel, Army Service Forces, Washington, D. C.

THIS Nation's educational system is the greatest in the world. It represents not merely an investment of money, but of time and above all, of brains. Its past success is measured in terms of the vast economic, social and intellectual development of this great democracy. The shaping of the future lies largely in the hands of educators.

At this critical moment in our Nation's history, education has a special role to play. In the hands of educators is the opportunity to provide every youth with those qualities of mind, body and spirit which will enable him to take his place in winning the war, and in living and building for the future.

Teachers and military men alike are men of goodwill. Educators want schools to serve the Nation in its direct emergency; the Army, fighting for the future, wants schools to produce men able to live in that future. But questions arise. Is English a "peacetime" course? Should it be dropped or cut to three years or two or one? What about the social studies, mathematics, science, shop? What honestly equips youth for a place in winning the war and what, under severe scrutiny demanded, must be temporarily side-tracked. Do the necessities of war mean a generation brought up on Army-centered education? What about winning the peace and preparing youth with the vision to live intelligently in a post-war world?

Clearly a line would have to be drawn between the inescapable demands of today and the important needs of tomorrow. But not until men had been trained, not until battles had been fought, not until the Army itself had tested its resources for training could the exact needs for

pre-induction education by America's schools be known.

The Civilian Pre-Induction Training Branch of the Army Service Forces was organized to discover these needs. Staff members of this branch and prominent educators from civilian life serving as consultants, interviewed officers responsible for training inductees, questioned many new soldiers, examined Army manuals, visited induction stations, reception centers and various training units, and collected other data.

What the Army Needs

What does America's new Army need? This was the question these investigators asked over and over again. To training officers: What are the hardest things for the men to learn? What are they lacking? How can the schools help? To inductees at every stage of becoming soldiers: What do you wish you had known in advance? What skills and knowledge and attitudes have been of most help to you? From these investigations the Army needs which can be met by schools before students are inducted have been determined.

The needs of the Army grow directly out of the nature of this war. This is a mechanized war. This is a specialist's war. This is a mobile war. This is a global war. This is a war of machines but the machines are operated by men. And above all, war is new for America—this war, any war. The job schools can do for the Army flows directly from these imperatives.

To these must be added one other imperative . . . that this is an expensive war, costly in the most precious of all coin. For it uses men, millions of them. It uses so many that the 16- and 17-year-olds now sitting be-

hind school-desks are slated, almost all of them, to go directly into the Armed Forces when they reach the age of 18. By the time these boys are 19 or 20 many of them will be meeting the Japanese with rifle and bayonet or facing the ferocity of German panzer divisions. This is an extreme change which puts new and high priorities on what the schools must do in the relatively short time their students will be with them.

What are these priorities? A careful analysis of Army life, of Army organization, of Army training, of Army fighting, shows the following needs which can be met by schools prior to a boy's induction:

1. Every prospective inductee must understand the issues of the war and what is at stake. No man can give his best unless he believes in what he is doing. The 16- and 17-year-old boy must know how this war came about, who our enemies are, who is fighting on our side, what it would mean to our way of life if we lost, what it can mean to humanity if we win.
2. Every prospective inductee must understand the nature of military life. No man can give his best who is bewildered and anxious, or buoyed up by false hopes that are doomed to crash. The 16- and 17-year-old boy must know, therefore, the step-by-step procedures at the induction station, the reception center, the replacement training center and other steps on his way to becoming a trained fighting-man. He must know in advance something of the organization of the Army, how it fights, and how Army life differs from and is similar to civilian life.
3. Every prospective inductee must be physically fit. The most courageous soldier, the most highly-trained specialist, is only dead-weight to his comrades if illness strikes him because he does not know how to keep well. The physical defects of each 16- and 17-year-old must be corrected before his induction, if they can be; each boy must be developed to the peak of his physical capacities; and he must have those insights, attitudes, and habits of good health that will enable him to fulfill his mission as a soldier.
4. Every prospective inductee must have command of basic language-skills. The Army has set the basic literacy requirement as being equivalent to at least 4th grade level, but more than this is needed. Communication is an integral part of all

military action. Every 16- and 17-year-old boy must have functional reading, listening, speaking and oral skills so that he can communicate with exactness, clarity and dispatch.

5. Every prospective inductee must have command of basic computation skills. These are necessary for the performance of the duties of every soldier. Most 16- and 17-year-olds will need for their Army duties, not higher mathematics, but a good control of simple arithmetic abilities.

6. The Army needs competent, efficient specialists. Nine out of ten men inducted are trained for specialized tasks; the men engaged in actual combat as well as those who support the fighting soldiers must be so qualified. This means that every 16- or 17-year-old must have either an occupational skill or a manipulative ability on which the Army can build to meet its needs for specialists.

In addition to giving this background to all physically-able 16- and 17-year-old boys, schools can help in one other important way: those boys who score in the upper 20% or so of the national norms of scholastic aptitude tests are likely to be eligible for and needed in college classes of the Army Specialized Training Programs: (it is not possible to give exact percentages because the number will vary with the military situation).

Officers and Specialists

The more able students in high school will need training over and above what has already been indicated to be fully prepared for the part they may play in Army life. They must have as sound and as full a background in mathematics, sciences, English, history, and languages as the high school can provide. Of course, all students who have good intelligence and other leadership qualities will have an opportunity to compete for assignment to Officer Candidate Schools. All will also have an opportunity to demonstrate their qualifications for assignment to Army Specialized Training in colleges. These opportunities will be available regardless of the original assignment in the Army.

What the Army expects from the schools can be further indicated by

stating what it does not expect. It does not ask for the mass production of robot pre-soldiers; our men must have initiative, resourcefulness, thinking powers that will operate in unpredictable emergencies. It does not ask that everyone be forced into one technical mold; every soldier must be skilled but he can find his way of serving his country in any one of the Army's more than 650 occupations.

It does not ask that programs which have no "war sound" be squeezed out of the curriculum; the Army makes no suggestions about many areas which have value for promoting adolescent growth simply because these bear no immediate relation to the one thing the Army has the right to be concerned with: its own needs.

Summary

To sum up, realism demands that every 16- and 17-year-old be given the chance to acquire the information, skills, and attitudes that will prepare him specifically for the Army life he will soon live. It demands that the most effective ways of teaching be used — films, records, work experiences, discussions, special short-time courses . . . whatever will do the training job best.

Realism demands that no prospective inductee be missed — regardless of his grade-level, of when he leaves school, of what his program would be in normal times, of the number of scheduling readjustments which must be made. It demands that schools use every resource that can be made available — their libraries, their club programs, existing courses modified to meet Army needs or practical, down-to-earth new courses created just for this purpose, community training facilities, cooperative arrangements with industry . . . whatever will facilitate the production of alert, responsive, basically educated students, prepared quickly to absorb and apply the military training in the assigned fields.

On the basis of known facts, the Army can now say to the schools, "These are our present needs." In a

number of pamphlets it has broken these needs down into the specifics that will guide teachers in shaping their programs. The next step is for educators to show their skill and ingenuity in finding the right way of teaching so that education before induction contributes to the creation of an Army of informed, able men and women.

* * *

Teacher-Centered School

Review by Roy W. Cloud

THE Teacher-Centered School is by Scott Thompson, LHD, superintendent of Compton union secondary schools and president of Compton junior college. Dr. Thompson has written a number of books covering various phases of school activity, including a book of poems entitled *Songs of a Schoolmaster*.

His new book is dedicated to the thousands of youth who have been and are students at the schools under his jurisdiction and particularly to those who have made and may make the supreme sacrifice in the great war and to those now in the Armed Forces demonstrating daily their bravery and ability.

Dr. Thompson explains why he has called the book *The Teacher-Centered School*. His main reason is because the teacher is the center of school activity and upon the work done by the teacher will rest most of the results.

Several quotations from the various chapters will indicate his line of thought:

"As the term education is used here, it refers to all those factors that first of all form youth's character, his outlook on life, his social attitudes, love of the good, his estimate of the real substantial values of life such as honesty, industry, tolerance and self-respect."

"If education, therefore, would uplift youth, the teacher must constantly speak from the hills where he is tall enough to see over and beyond human meanness and selfishness to those values which lead men to strive for the complete realization of human personality and a cooperative effort to bring heaven down to earth."

"A background of information and a high degree of skill in reading constitute a necessity for the highest and best education, but when one tries to measure his education by courses and years, he misses the true significance of the process."

"Education, above everything else, is growth mentally, morally and spiritually."

"The quality of education in the classroom depends much upon whether or not the teacher is an intelligent, unselfish individual who has gained the respect and touched the emotions of youth."

Altogether this book of Dr. Thompson's, which was published in Compton, is a fine collection of ideals concerning the worthwhileness of teaching school.

CURRICULUM BUILDING

TRENDS WHICH AFFECT CURRICULUM-BUILDING IN WARTIME

*CTA Committee on Essentials of Modern Curriculum,
Chairman, Abby M. Perry, Long Beach*

SOCIETY expects the schools to teach its boys and girls to speak correctly, read intelligently, spell well and to be accurate in arithmetic. Every curriculum includes these as essentials.

The school is never a substitute for the home nor the church, it works with these institutions. Though it teaches no sectarian religion, yet it must give a spiritual background without which our democracy cannot rightfully be taught.

The school must never neglect its duty to boys and girls in caring for their health; in giving them a sense of security and worth; in instilling the traditions and love of our country, and in training character. All of which are parts of the school curriculum.

These articles show how some of the requirements are being met in various sections of our California schools.

Elementary Curriculum of Today

*Mrs. Neva Hollister, Fresno, President
of California Association for
Childhood Education*

MODERN curricula must provide not only for basic skills, information and appreciations, but also for the opportunity for children to grow in wisdom and understanding, in fortitude and strength.

The child of today needs to be healthy and strong in mind and body to carry present day and post-war burdens imposed upon him by the defective economic, social and political systems of this generation.

Northern Africa, Russia, Brazil and Australia are only split seconds away by radio, hours away by airplane and only days away by train and ship. The radio, press and motion-pictures bring world events into the innermost privacy of our lives today. Mod-

ern communication and transportation unite kindred spirits against a common foe.

Geography assumes a role of unprecedented importance as history unfolds. Science, natural and social, with mathematical precision and accuracy comes to the fore as inventions hasten the progress of destruction and construction.

Mathematics becomes a basic tool for use in every phase of life. Reading gives a background for understanding, recreation, appreciation and an escape for those who need or wish it. Spelling is the magic by which thoughts appear on written or printed pages.

Clarity of thought in written and oral communication furthers understanding between individuals, states and nations. Art, music and drama satisfy deep-lying needs for truth and beauty.

Democracy becomes a reality insofar as parents, teachers and children practice and experience tolerance for others, fair play, respect for property, respect for the rights of others, love of work, independent thinking, enjoyment and creation of beauty, respect for authority, security and freedom from fears and prejudices.

Elementary Curriculum Meets the Wartime Needs of Children

*Bess G. Schramm, Principal, Naples
Elementary School, Long Beach*

A THOUSAND fears threaten the immediate security of our boys and girls. Rationed food, strange cities, crowded living conditions, parents in defense plants and Armed Forces all mean that the quiet, well-ordered life is gone.

But our children are not defeated by this array of strange forces, because organized activities give them courage and energy. They realize that they are part of the big movement. They acquire a sense of personal responsibility. These activities give them a wholesome emotional outlet, and communicate confidence and stability.

The Minute-Man Flag, which flutters

Our Literary Heritage

NATIONAL Education Association announces the addition of Selections for Memorizing for grades 10, 11, and 12 to its Personal Growth Leaflet series of memory selections.

This series — with one leaflet for each grade — features our common heritage of purpose and aspiration.

Each leaflet contains famous poems which everyone should know, an appropriate selection from The Bible, and valuable patriotic material. These features make them excellent material for presentation to students.

Grades 1-10 are numbered 191-200, respectively; grades 11 and 12 are 291 and 292. Like the other 131 titles in the PGL series, copies are available at 1c each in quantities of 25 or more, cash with order.

Address National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

over every school, is the symbol of the children's financial efforts. It proclaims that at least 90% of the pupils continually participate in the purchase of stamps and bonds.

Collections of various kinds keep the children intimate with their neighbors and their neighborhood. The scrap drive was a tremendous morale-builder because so much muscle was needed. Since then we have collected bottles for the Navy Hospital, toys for the Toy Loan, and books and magazines for the men of the Ferry Command. Letters of appreciation frequently reach the classrooms, convincing the children that they are a very essential part of the war effort.

The Junior Red Cross offers many opportunities for busy little hands. By working on knitted afghans, joke books, hot-water-bottle covers or Christmas stockings for wounded soldiers, children experience the joy of usefulness.

The stretcher-bearers are the real heroes of the school. They function during all air-raid drills, so that they may become accustomed to handling victims in crowded hallways, and also so that children may be conditioned to seeing their playmates carried on stretchers.

Group singing during air-raid drills, flag-raising and auditorium assemblies unite the student-body and the faculty with the lightness of heart which follows emotional release.

As the child's present security is threatened by the war, so his future security is threatened by the post-war period. Because the airplane will bring all peoples close together, it is essential that children lose their early impressions of the bigness of the world, and study the new air-routes and the people who will use them. They must

learn that countries which were on the other side of the world a short time ago are now just over the North Pole from us.

They must learn that our neighbors in Latin America are interesting people with glorious national heroes, tremendous resources, fundamental human needs, and ideas of democracy similar to ours. Unless this deep understanding becomes a basic part of their thinking, there can be no lasting peace.

But a threat from within our own borders demands the most discerning guidance in the conduct of our schools. In the necessary regimentation of wartime we Americans could lose some of the essentials of democracy. That this may not happen, the ways of democracy must be persistently and consistently practiced in our classrooms.

Evaluation periods where attitudes, efforts, and achievements are honestly but kindly discussed develop the power of critical thinking, without which we become slaves. Difficulties must be ironed out and problems solved, not by the voice of the teacher, but through group discussions.

The Student Council furnishes the pattern for school government. Elected representatives meet periodically with a teacher sponsor to consider school situations. Elected committee chairmen bring their reports to this group. Here decisions are made which receive the cooperation of the student-body, because the children themselves see the need for such action.

Individual opinions and those of minority groups must here be respected, but the responsibility of each to give his finest service for the good of the group must be the ultimate goal.

* * *

Teachers of Cooking

The G. S. Blodgett Co.
Manufacturers of Baking and Roasting Ovens
53-59 Maple Street, Burlington, Vermont

Gentlemen:

G. S. Blodgett Co. announce the publication of a Comprehensive Service and Repair Manual for Roasting and Baking Ovens, containing complete service and repair part information.

At this time it is felt it will be particularly helpful to those users of Blodgett ovens who may need repairs, maintenance and service assistance. Copies are available promptly by request to the manufacturer at the above address. All repair parts can be shipped promptly without priorities now.

Very truly yours,
The G. S. Blodgett Co., Inc.
Robert F. Patrick
Manager, Oven Dept.

AMERICAN EDUCATION WEEK

EDUCATION FOR VICTORY IS THEME OF 23RD OBSERVANCE

E DUCATION for Victory is the general theme for the 23rd annual observance of American Education Week, November 7-13.

Today, when we are engaged in a global struggle for freedom, we come to realize as never before the power of ideas in shaping the actions of men, and the consequent importance of the schools in the nation's victory program.

Training War Workers

Despite many handicaps, the schools are doing a remarkable task in the all-important educational aspect of the war effort. They have trained 5,000,000 adult workers for war industries; they are preparing succeeding graduation classes in the nation's high schools for the Armed Services or for places in industry; they have accepted many extra tasks imposed by war needs.

Meanwhile, they have continued to carry their regular heavy load of responsibilities in preparing 27,000,000 boys and girls for the opportunities

and responsibilities of American citizenship.

Education today is education for victory. If education becomes a war casualty there is little hope for the future. Loyal American citizens who realize the great importance of the work being carried on in the schools will not permit them to be scuttled if they know the facts.

Parents and citizens will get a better understanding of the excellent work that is being done in our nations schools today by visiting the classroom and conferring with teachers. Plans should be made so that this will be accomplished on a widespread scale in every school system.

Helpful Materials

Make American Education Week 1943 count in your community. Helpful materials may be obtained from National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

AMERICAN EDUCATION WEEK 1943



TRAINING FOR WAR JOBS

SUCCESSFUL SHORT CUTS IN WAR JOB TRAINING

Margaret Crosby, Administrative Assistant, University of California Engineering, Science and Management War-Training Program

INCREASING the number of skilled technicians needed by the expanding war-production, and training replacements necessitated by men leaving industry for active combat service, is a huge educational job. Yet, University of California's Engineering, Science and Management War Training program has been singularly successful since its beginning.

Under authorization of United States Office of Education, a program

of war-training was organized at the university as early as 1940. Short-term courses were set up at once and professors of engineering, science and management began training men for the emergency. By July, 1941, 99 courses were under way and 4,400 men were taking advantage of the tuition-free training.

The school year 1941-42 closed with a total of 636 courses and 24,274 enrollments. Of this number 841

were women. The 1942-43 courses have been 1,179 in number with 42,676 enrollees; of this number 7,888 were women. Total courses given to date are 1,815; total trainees are 66,950 of whom 8,729 are women.

It was clear from the beginning that short, emergency technical training-courses could most efficiently accomplish two things: 1. up-grade engineering, science and management personnel already employed or employable; 2. increase the supply of technicians on a sub-professional level to work under the supervision of professionally trained personnel.

E.S.M.W.T. was organized to do exactly that. Under an institutional representative and 21 supervisors who are active university faculty members, investigations were made of local and State training needs and courses were established wherever need was evident and qualified students could be found. This practice has been continued and is followed at present.

The Four Freedoms: 1. Freedom of Speech. Illustrations by Norman Rockwell. Plates courtesy of Practical Home Economics Magazine. Reproduced by permission of The Saturday Evening Post.



Up-Grading Courses

Up-grading courses, given for the most part at night, meeting from one to three times a week for 2 and 3 hours each time, offer a wide range of courses for improving skills. These courses cover such subjects as:

Soil mechanics and foundations, principles of safety engineering, shipyard scheduling and control, marine drafting, stores and inventory control, industrial application of electronics, industrial relations, personnel management, cost accounting for war industries, structural detailing and design, shipyard progressing and production analysis, plastics, characteristics and applications, etc. Large numbers of employed persons have taken and are now enrolled in these courses.

Women are taking advantage of ESMWT in ever-increasing numbers. Early in 1942 when the shortages of trained people began to be felt, women entered the field and have continued to train as need has increased, and their efficiency has been demonstrated. At first, naturally enough, employers scepticism concerning women technicians was difficult to overcome, but this prejudice did not endure long. The success of those who pioneered the field was so outstanding that personnel departments have continued to demand more and more ESMWT-trained women.

As few women were trained to do sub-professional jobs when the war began, the full-time training course proved the best opportunity for them to obtain essential skills in a minimum length of time. In January, 1942 the first women were re-

cruited for a class in engineering drawing. Since then 2,231 women have been trained in full-time classes and placed as engineering draftsmen, laboratory technicians, computers, junior tool designers, scientific and engineering aides, and junior engineers in aircraft, shipbuilding, oil refining, machine-shops, Navy yards, and private and government plants.

Survey of Workers

That they have been successful and have contributed materially to the high production levels achieved by our war industries may be seen from the results of a survey made of women trainees who have worked at war jobs. Despite the fact that little time had elapsed since the first trainee was placed in a war industry, 200 questionnaires were sent out to those who had been on jobs from 3 to 10 months. Ninety-one replies were received from these busy women. Out of 91, 67 have been promoted. That is 74% of the total. It is good to observe that 32, or 35%, of them have been promoted two or more times. Only 6 are not working now. 80% are with their original employers. Certainly that is an enviable success for any group of pioneers! The salaries reported ranged from \$1,700 to \$4,000, with the highest number of answers ranging around \$2,400 after 4 or 5 months work experience.

One of the replies came from a girl who trained as an ESMWT draftsman. She wrote:

"I am the only girl in an engineering department of 50 men. I am now classified as an engineering aide and I'm very happy not only because of my salary but because I am in the center of a scene as dramatic as the Gold Rush of '49 and as hectic as a train terminal at 5 o'clock. I am able to feel directly valuable to the war effort and most important of all, I have found the groove into which I fit."

Yet, attractive as the jobs and salaries are, not enough women are going into them to replace the men who are being drawn into the Armed Forces. Laboratory technicians are needed. Draftsmen are needed. Accountants are needed. In order to insure skilled employees some companies, particularly aircraft producers, are hiring women at the beginning of the training course and paying them a learners allowance of \$100 or \$130 per month throughout the training period.

To enter jobs such as these, a woman should have the following minimum requirements: good general health, employability, and a high school diploma with 2 years of high school mathematics. Additional mathematics courses are desirable as background and, of course, scientific training is an asset. True in this field as well as in others, the richer the background the more likely the success.

To the high school graduate, the junior college graduate and the woman just fin-

ished with college, opportunities are wide, varied and unlimited. Few precedents have been set, and the woman who obtains technical training now will pioneer a vocational field which promises unusual future careers.

For the woman who is not career-minded and who wants to make a vital contribution to the war effort during the emergency only, the ESMWT program is invaluable. In 8-hour-a-day courses as short as 6 weeks in length, she can acquire technical skills which will enable her to do an essential job that will help to hasten victory. And, during the post-war period, trained technicians are bound to be needed in solving the giant reconstruction problems that we must meet in building the free world for which we are now fighting.

The full-time courses offering greatest opportunities for women at present are: industrial accounting, aircraft drafting, engineering drawing,

and chemical laboratory technique. They are given in Berkeley, San Francisco, Los Angeles and San Diego. They vary in length from 6 to 14 weeks and are tuition free. New ESMWT classes begin each month.

Personal counseling is given to each student who wants it, as trained counselors are available to those whose problem is to select a course for up-grading skills, as well as to those whose problem is to select the most suitable beginning course. Screening tests are given to eliminate the wasteful training of those whose aptitudes for technical work are not high.

THOSE who want to improve their skills or begin their careers in technical fields need not wait. Training courses are available at University of California ESMWT office and jobs are waiting to be done.

The Four Freedoms: 2. Freedom of Worship. Reproduced by permission of The Saturday Evening Post. Plate courtesy of Practical Home Economics.



LETTERS

U. S. Office of Education
Washington, D. C.

Information Exchange Announces New Loan Packets on Inter-American Friendship and Understanding

A new series of 14 loan packets has been prepared for the use of teachers and adult study-groups interested in Latin-American countries.

The collection represents careful selection of the best materials available — pamphlets, bibliographies, units of study, conference reports, magazines, stories, plays, pictures, maps, songbooks, and other teaching aids.

Except for the two packets described as "instructional," content materials predominate. Titles of the complete series follow:

Instructional Materials for Use in the Development of Units and Courses of Study — 9-ES-1, 2.

General Reading Materials Suitable for Classroom Use — 9-ES-3, 4.

Study of Spanish: Beginning Classes — 9-G-1.

Study of Spanish — Intermediate Classes — 9-G-2.

Plays, Pageants, and Programs — 9-G-3.

Music of the Other Americas — 9-G-4.

Art of the Other Americas — 9-G-5.

Art and Sculpture of Western Hemisphere — 9-G-6.

Development of Pan-Americanism — 9-G-7.

The Americas and the War — 9-G-8.

Current Problems — 9-H-1, 2.

The letters "ES" in the order number indicate elementary and secondary levels and "H" indicates higher education; "G" signifies general matter adaptable to different levels of instruction.

Not more than two packets may be ordered at a time and they may be kept for 2 weeks. There is no expense to the borrower. Franked labels requiring no postage are furnished for their return, if

wrapped in packages weighing 4 pounds or less.

To obtain the packets, write to the Information Exchange, U. S. Office of Education, Washington, D. C.

A catalog listing titles of approximately 65 other packets on a wide range of topics will be sent upon request.

* * *

Hillsborough School District

Dear Editor:

So seldom does one read such a fine appreciation from a parent to a teacher, and the letter enclosed is such a fine expression, that I thought you might find it worthy of publishing. At any rate, if it seems to be worth while to you, you are welcome to use it.

Sincerely yours,
A. R. Romer

District Superintendent

Dear Miss Jones*:

Thank you for your interest in our son John in your third grade. We have noticed a very great change in his attitude. His reading has actually improved greatly under your supervision.

We discovered that he wasn't able to read recently, and that it seemed to be a deficiency in phonics as related to the alphabet. His newly-acquired interest in that angle slows up his reading considerably, but he is actually trying to read rather than guess. He seems to be getting out of the wilderness for the first time.

John's first year of school was a little difficult, inasmuch as he was one of 80 first-graders under a new teacher! There was some confusion until the class was divided. It was still a little too large for good foundational work. Argonaut schools were greatly over-crowded in the lower grades. They are still acquiring additional teachers and dividing classes. His second year was somewhat complicated due to the fact that the regular teacher was out some four months and they had a substitute.

This may have some bearing on his lack of concentration. In that connection, Mr. Brown, the principal at Argonaut, advised us to use a little praise for his efforts. He seemed to feel that we were at fault for feeling that he was decidedly on the stupid side and comparing him to Mary. He suggested that we give him a little more attention and less disciplinary action. We should very much like to cooperate with you in any suggestion which you may make to correct that fault.

John is delighted at the prospect of having homework to do. We started drilling him on the words which you so kindly sent home, and will be glad to see that he does

* All names in the letter, of course, have been made fictitious. — Ed.

The Four Freedoms: 3 Freedom from Want. Reproduced by permission of the Saturday Evening Post. Plate courtesy of Practical Home Economics.



whatever work you find necessary to give him. He seems to be anxious to do it.

We hope that you will continue to advise us of any way in which we may cooperate. We greatly appreciate the time you have given this report and the personal interest you have shown. We do hope that you will feel free to take whatever corrective measures you may deem necessary, and we are only too anxious to comply with any suggestions your good judgment may dictate.

Sincerely,
Mignonette (Mrs. M. L.) White

* * *

The American Legion
National Headquarters
Indianapolis, Ind.

Dear Editor:

Here is a brand new educational activity! It has to do with the everyday lives of all Americans. It is practical. It is needed. It has been authorized by the National Americanism Commission of The American Legion and approved by the United States Secret Service.

In collaboration with the United States Secret Service, a division of the Treasury Department, the National Americanism Commission of The American Legion has developed a new program of crime prevention through education on money and counterfeiting. It is to be a vast nationwide program for the schools of the nation.

You should have a copy of the U. S. Secret Service booklet *Know Your Money* and a copy of The American Legion's course-of-study on *Know Your Money*. The initial distribution of this material has gone to the Legionnaire schoolmasters whose names appear on the mailing-list at National Headquarters, because we realize that you Legionnaires are in a position to make a success of this new undertaking and to advise this office of ways and means of bettering such a program.

The objective of the course is to educate our citizens, especially our school pupils, to know the difference between good and bad money and the pitfalls which engulf criminals.

In addition to the two booklets, we issue a questionnaire form which I would appreciate very much your filling out and returning to this office. Your answers to the questions will be of great help to us in the further development of this national program.

Your assistance will be greatly appreciated.

Sincerely yours,
H. L. Chaillaux,
Director, National Americanism
Commission

H. J. Heinz Company
Makers of the 57 Varieties
Pittsburgh, Pa.

Dear Editor:

Our most recent contribution to current cookery is *A Guide To Wartime Cooking*, an illustrated pamphlet of 48 pages.

These books are available, free, to housewives, war workers, nutritionists, club women, Red Cross and canteen instructors, school teachers and their classes, agricultural group leaders, in fact, to every woman who must cope with meals and marketing today.

To the woman who also packs a lunch-pail every day this book will have a very special interest. For here is a keyed-to-the-moment, realistic treatment of food for war workers and their families. Every menu in this book has been planned to suit a triple purpose: it must be good eating, good nutrition, good economics.

Each lunch-box meal was subjected to "pack-testing" before being accepted for publication in this booklet. All were care-

fully prepared, wrapped and stored for 6 hours under factory conditions, then opened and taste-tested by a committee of skilled critics. The results, we believe, are down-to-earth meals that will be good, and good for a man, as well.

If you, or any of your readers, would care to have additional books, they may secure them by writing to H. J. Heinz Company, Department GR-9, Pittsburgh, Pa.

Cordially yours,
Meredith Moulton Redhead
Home Economics Director
Edith Elliott Swanik
Educational Director

* * *

Rehabilitation and Placement of the Disabled is a 32-page bulletin containing the materials presented at a section of the recent California Congress of Social Work convention. Copies may be obtained by addressing Mrs. M. R. Miller, 1209 Crenshaw Boulevard, Los Angeles; price, 50c, plus 10c postage.

The Four Freedoms: 4. Freedom from Fear. Reproduced by permission of the Saturday Evening Post. Plate courtesy of Practical Home Economics.



CLASSROOM TEACHERS

A GROUP OF SEVEN POEMS BY

*Marcia Frisbee, Kindergarten Teacher, Monterey; President of the
CTA Classroom Teachers Department, Central Coast Section*

I Know My Job

I WAS born in the finest country in the world!
I am an American!
I have been educated in the best of schools!
The U. S. Public Schools!
I have taught youngsters myself, in those schools; —
I am a Teacher!

And now we are at war and more than ever I am needed —
For I know my job!
The children — now, — as always must be taught
The Four Freedoms,
And learn love and understanding, patriotism and leadership
For the world tomorrow!

Yes, I am a Teacher and a friend of children
To whom they come!
And my job today will help build a new world
Of peace (please God!)
My work is not in war production but here in my schoolroom,
And I am proud!

A Man's Way

GIVE a man a wife and children, too.
Give a man a dog that is faithful and true
And he'll work and play and love each day,
In God's own light; in God's own way!

The Sweetest Blossom

AFTER I've hugged and kissed daddy
goodnight
It always seems to be so right
For mother to take me up to the room
Where the sweetest flower is beginning to bloom.

We look at him there so snug and so warm,
Not doing even the slightest of harm.
So I slip my finger within his small hand
And he grasps it as tight as a rubber band.

And mummy smiles and says, "Take Care!"
Then I kiss his hand and touch his soft hair,
For I, too, must go crawl in my bed.
These memories of baby tucked away in my head.

The Rascal

HE'S been a little rascal
All the live-long day!
Now — as he sleeps so gently,
There's nothing I can say —
Except, he's just a darling
In every single way!

Laugh, Darn 'ya

WHY do we laugh?
Is it a physiological function,
Or a psychological reaction?

Are we tickled?
Or perhaps — pickled is the word
As a result of stimulation

Do we laugh because we're happy
Or merely to be social
In a world of funny people?

No matter — why, or what, or how,
It's a pleasant pass of time
And a fella can't be human —

If he hasn't really laughed —
At something or with someone,
And felt entirely spent at its completion!

Marcia Frisbee, President



A Fella's Pal

I WAS sitting on the back-porch steps,
Feeling blue as blue,
When he disturbed my thoughtful depths;
And just as if he knew . . .

He sat down by my side, quite near
Without a word to me,
And with a gentleness so dear
I felt him touch my knee.

I put my hand upon his head.
It was so soft and near
That I looked down and said,
"Hi, fella! Whatcha doin' here?"

He tried to answer — and he did,
But not with voice, you see,
For he merely wagged his tail and
Layed his head upon my knee!

It was then my worries wandered,
For he seemed to understand;
So off together then, we sauntered,
Forgetful of the things at hand!

The Best Medicine

THERE'S nothing so sweet as a child's
eager gaze,
As he looks in to your own;
Admiring you — because you're you,
And because with you — he's at home.

He sees your good points as well as bad,
But is quick to forgive, you see,
For he, though a child, knows you love him still,
Even when you're as cross as can be.

His little pink arms about your neck,
Can so many things avert,
When he cuddles up and whispers close,
"Gee, I'm sorry you're hurt!"

* * *

El Camino Real, Understanding our Spanish-Speaking Neighbors, is Book 2 of the admirable high school text by Edith Moore Jarrett, head of the Spanish Department of Fillmore High School, Ventura County. The aim of Book 2 continues that of Book 1 and is threefold, — a royal road to learning Spanish, demanding steady use of the student's power and leading him directly to his destination.

Features of this praiseworthy and attractive 2-book series are, — cultural approach, scientifically selected vocabulary, scientific selection of syntax, definite review system, adaptability, a miniature anthology, extensive provision for oral work, and letter writing. Publisher is Houghton Mifflin Company, 2 Park Street, Boston; price, \$1.96.

SCHOLARSHIP FEDERATION

A REPORT ON THE CALIFORNIA SCHOLARSHIP FEDERATION

*Ina V. Smith, Turlock Union High School, Stanislaus County;
President of the Federation*

GEORGE R. TRACY, Registrar of Eligibility of the California Scholarship Federation, reports that the organization gained 8 new chapters during 1942-43. These 8 schools are widely scattered geographically and vary in size from some of the largest in the state to some very small schools. We expect their affiliation with the Federation to do for them what it has done for approximately 340 other schools — enhance and promote the ideals of scholarship and service.

Since no limit is set as to the number of students who may become members of a chapter, the Federation does not encourage competition among students, but it gives each student an incentive to reach a certain standard of excellence in scholastic attainment and in school activities.

From the recent edition of the CSF Bulletin (a semi-annual paper edited by Virginia Scheidecker) it is apparent that our chapters were exceedingly busy in 1942-43 fulfilling the motto "Scholarship for Service." The services rendered by the various chapters ranged from helping individual fellow-students to assisting national organizations, even the Federal Government itself.

For years CSF has reported to each chapter school the comparative ratings its sealbearers made as freshmen in college. That is, each chapter was notified how its sealbearers compared with other sealbearers in the same college that year. Because of the work this entailed this service has been discontinued at least temporarily. If the secondary school principals found it valuable and wish it resumed when times change, the executive committee would like to know it. Comments or requests can be sent to the CSF Clerical Secretary, Mrs. Fannie G. Niland, 1015 Sierra Drive,

Turlock, or to any members of the executive committee.

We of the Federation are pleased that so many of the colleges of the state have continued to offer scholarships to sealbearers, even in these uncertain times.

Following the suggestion of the Director of Defense Transportation, CSF will hold its election this year by mail. Only those advisers in or very near Los Angeles will be expected to attend the convention on October 16. Mrs. Ruth Tucker, vice-president of the Southern Region, has charge of arrangements for the convention.

OFFICERS for this year are: Ina V. Smith, president; Bertha Nielsen, Marysville High School, vice-president Northern Re-

gion; Naomi H. Gunderson, Clovis Union High School, vice-president Central Region; Ruth Tucker, South Gate High School, vice-president Southern Region; Mabel L. Wright, Los Angeles City High School, secretary; Fannie G. Niland, Turlock High School, clerical secretary; Helene G. Kusick, Placer Union High School, Auburn, treasurer; George R. Tracy, Polytechnic High School, Long Beach, registrar of eligibility; Docia I. Patchett, Santa Rosa High School, ex-presidential adviser; Virginia Scheidecker, Sebastopol, editor CSF Bulletin; Mrs. Charles F. Seymour, Long Beach, ex-officio advisor; Margaret Van Winkle, North Hollywood High School, chairman, Seymour Memorial Award.

* * *

Look and Learn by Beauchamp and others is Book 1 in a new primary grade series published by Scott, Foresman and Company. These beautifully printed and richly illustrated books are 8¼ by 10½ inches; pupils edition, 74 pages, 84c; teachers edition, 109 pages, 84c. Brilliantly new in first grade science books, Look and Learn uses only beautifully colored pictures, not just to look at but for the children to work with. The picture-study technique is fully explained in the teachers guide-book. Congratulations to the authors and publishers.

HERZBERG English at Command



Uses *new, current, and absorbing* materials drawn from the military services and today's civilian life to teach basic knowledge and skill in speaking, writing, and listening.

Ideal for later high-school years
in particular PRE-INDUCTION STUDENTS

**PUBLISHED
MARCH, 1943**

The author, Max J. Herzberg, is President of the National Council of Teachers of English and Principal, Weequahic High School, Newark.

GINN AND COMPANY

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A PAGE OF NEW BOOKS

Golden Shore

Review by Roy W. Cloud

COWARD-McCANN, Inc., 2 West 45th Street, New York City, have published a most interesting story of early California by George Armin Shaftel.

The locale of *Golden Shore* is centered around the Pacific Coast shore line of California. It opens with a description of Captain Michael O'Cain, captain of a Boston ship who had lost his vessel to the Russians while poaching for otter skins on the Farallon Islands.

From that point the history of California is depicted with startling interest. A love story runs through the entire book which adds to its interest. The people are real and in every case events are given with historical accuracy.

The author is a graduate of University of California, has lived in the East for a number of years but at present has his home in Altadena.

This book everyone interested in the history of our state can read with very considerable interest.

* * *

Conservation

CONSERVATION for Victory, by Rosalie Edge, is publication No. 88 and the annual report of Emergency Conservation Committee, 767 Lexington Avenue, New York City. Mrs. C. N. Edge has been chairman of this highly-important national committee since its inception and has directed its great work in behalf of conservation.

Californians have a special interest in this committee because of its activity in the preservation of irreplaceable groves on the Pacific Coast.

The annual report, 28-pages illustrated, is of interest to all nature-lovers and conservationists. The committee issues numerous publications; complete price list on request.

Self-Help Writing

Review by Roy W. Cloud

ZANER-BLOSER Company of Columbus, Ohio, has issued a set of 35 visual self-help cards for teaching writing positions. These cards are 8 by 10 inches and contain photographs reproduced by Dixon L. MacQuiddy, director of visual education in Santa Barbara city schools. All of the directional material was prepared by Dr. Frank N. Freeman, dean, School of Education, University of California.

The material describes the proper way to hold chalk and eraser, beginners at the blackboard, left-handed writer, teacher demonstration, manuscript writing, spacing, correct posture, good writing positions for right-handed and for left-handed writers, good arm and hand positions for form and freedom in writing.

Anyone who follows the directions and carefully observes the illustrations should be able to acquire good writing habits and should be able to write legibly and with rapidity.

* * *

Seven New Books

Some Admirable Books for Young People

Laura B. Everett, Oroville

THE teacher who is looking for books to read to classes of younger pupils will seize upon *Silver Widgeon*, by Esther Wood, illustrated by Theresa Kalab. What more can one ask than an airplane story that tells just how two young heroes—aged 10 and 8—observe the workings of the beautiful *Silver Widgeon* and ride in it, Peter sitting at the controls beside the owner and actually flying the beautiful plane above Lake Ontario?

The owner is taking them to his summer camp in Canada. He has criticized all modern boys who cannot walk. When the *Widgeon* runs into a storm and lands them in a little lake . . . Read this and let the class decide what they should have done.

Here's a capital story for little readers. Longmans, Green; \$2.

Gift of the Forest, by R. Lal Singh and Eloise Lowmsbery, illustrated, is a beautiful story of the boy Bim and his pet tiger Heera. Love of animal life is inherent in every page and the local color of rural India will attract many readers. The scene in which the Maharajah comes to see the boy wrestle with his tiger is full of drama. Longmans, Green; \$2.50.

Vagabond in Velvet, by Covelle Newcomb, is an interestingly written biography of Miguel de Cervantes, author of *Don Quixote*. Wounded in the Battle of Lepanto under Don John of Austria, the battle that broke the sea power of Turkey; imprisoned by Algerian pirates, Cervantes' life was most dramatic. This is an admirable book for the students who have read only fiction. Longmans, Green; \$2.50.

The Man Who Dared to Care, the Story of James Edward Oglethorpe, 1696-1783 is one of Mary Tarver Carroll's excellent biographies for young people. It is dedicated to the State of Georgia, in honor of its founder, who brought the first settlers of the Colony from debtors prisons. Longmans, Green; \$2.

The Land We Defend, by Hugh Hammond Bennett and William Clayton Pryor, illustrated with photogravures, should open the eyes—and the minds—of young Americans. This is a straightforward talk from the head of the soil conservation service of United States Department of Agriculture and his associate. That soil erosion is "one man's loss, another's gain," is well refuted. The more widely this book is read, especially in the farming area of this state, the better for California. Longmans, Green; \$1.50.

The Green Cockade, by Merritt Parmelee Allen, is a story of Vermont, in which the Revolutionary hero, Ethan Allen is a leading character. Hal Stonebridge and his family, living on the Grants, land claimed by both New York and New Hampshire, are victims of Governor Tryon of New York, who has sold the land they have already bought from New Hampshire. Hal's valiant struggle for his dispossessed family makes the story. He follows Ethan Allen in the capture of Ticonderoga. The story is excellent in detail, with a well-complicated plot. Longmans, Green; \$2.

Eli Terry, Clockmaker of Connecticut, by Leslie Allen Jones, illustrated by Robert Doremus, gives an insight into technical skills that will be fascinating to young people with a mechanical bent. Eli Terry, born in 1772, was founder of the great Connecticut manufactures. Farrar & Rinehart; \$2.

The Ordinary Child

THE Education of the Ordinary Child, Lankhills methods with schemes of work, by John Duncan. a book of 250 pages. is published by Ronald Press Company, 15 East 26th Stret. New York City; price \$3.

Dr. Ernest W. Tieg, dean of University College, and professor of education, and Dr. Louis P. Thorpe, associate professor of education and director of psychologic clinic, both of University of Southern California, Los Angeles, are co-authors of the foreword to the American edition.

Mr. Duncan, head-master of Lankhills School in England, has written an important book which enriches and stimulates thinking in American education. It ably presents the English viewpoint and attack on problems associated with the education of the mentally sub-normal. It is asserted that the methods developed and found successful for the feeble-minded at Lankhills are also the best methods for the ordinary child. Education for the mentally-retarded is essentially no different from that of the education for any group of children.

* * *

A Program for the prevention of delinquency, recommended by Conference on Juvenile Protection, held in July in Los Angeles, under auspices of California Congress of Parents and Teachers, is a timely 16-page printed full summary of conclusions and recommendations. It is a valuable guide for all groups working in this highly important field; address California Congress of Parents and Teachers, 416 Union Building, Second and Broadway, San Diego.

* * *

Civilian Defense Councils in California need additional workers in various fields. For example, San Francisco is calling for 6,000 auxiliary firemen and 1,000 drivers. Also needed in many communities are fire-watchers, daytime wardens, business-area wardens, stretcher-bearers, rescue squadsmen, demolition-crew workers, nurses aides, and messengers.

Volunteers are urged to report to the local Civilian Defense office in each community. Philip F. Landis, chief of the volunteer service in San Francisco, declares that high military authority indicates a Japanese attack on this coast is a real possibility.

BOOKS to increase the efficiency of *Victory Courses*

Physics

BLACK DAVIS **Elementary Practical** **Physics**

A standard leader; simple presentation of fundamental principles in operation today.

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Plane Geometry; and the newly published **Solid Geometry** containing a unit on spherical trigonometry.

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WILLIAMS **Healthful Living**

Today's front-line text in physiology and hygiene.

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Doing the job of preparing thousands of young Americans for the air. Prepared with the co-operation of the C.A.A.

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JOHNSON-NEWKIRK **Fundamentals of** **Shopwork** **Fundamentals of** **Electricity**

Texts that follow with absolute conformity the Army specifications in skilled training.

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Swimming

FUNCTIONAL Swimming and Water Safety Program of American Red Cross is extremely important under modern conditions of warfare. A. L. Schafer, manager of the Pacific Area, states:

"According to reports it appears that approximately 10% of the young men entering the Armed Forces cannot swim at all; the remaining 90% cannot swim well enough to take care of themselves in the water for more than a few minutes. These are the men who will be transported across hundreds and thousands of miles of open water to the various theatres of war, and will be called upon to cross and re-cross rivers and streams in the fighting zones."

E. K. Peckham, director, Junior Red Cross, Pacific Area, states: "The functional swimming and water safety training-course provides instruction in swimming and life-saving needed to meet war conditions. It has been successfully conducted in the Armed Forces for more than a year. The functional course is based upon American Red Cross experience in working with men and women after they have been inducted into the forces. Under the auspices of

American Red Cross it is now being made available to both young men and women of pre-induction age, to those who are entering the Armed Forces eventually, or to those going overseas."

Edwin H. Carroll, director of first aid, Pacific Area, states: "Junior Red Cross chairmen have been requested to cooperate with Water Safety chairmen in providing this important course of training to high school students in all communities where facilities exist. Junior Red Cross chairmen, because of their knowledge of schools and their relationship with school authorities, are in an excellent position to facilitate planning and application of this program."

* * *

George Washington Carver Foundation Association has been organized to perpetuate the name of a great man who thought only of his fellow-man and whose contribution to science has been equalled by few.

Charter memberships, duly signed, are \$10 each. An engraved certificate showing a picture of Dr. Carver, as well as one of his workshop and museum, suitable for framing, are forwarded each member. F. D. Patterson is chairman of the Foundation, with headquarters at Tuskegee Institute, Alabama.

Modern Languages

MODERN Language Service Bureau (145 Fifteenth Avenue, San Mateo) has been for the past 7 years a source of suggestive material to language teachers.

From it may be obtained bibliographies of such subjects as games, plays, songs, customs, clubs, and of books of travel and description dealing with the Latin-American countries, Spain, the California Missions, Spanish Art and Music.

There is also an index of articles in the National Geographic Magazine, as well as a loan collection of mounted pictures. A list of the material available, with prices, may be had upon request, accompanied by postage.

Mrs. Belle Bickford, formerly of University High School, was the first chairman, serving until her recent retirement. The present chairman, Mary Eleanor Peters, is instructor in Spanish at San Mateo Junior College. The French material is supervised by Mrs. Leonard Messier, University High School, the Italian by Mrs. Lydia Martin of Mission High School and Lorraine de Nicolai of Berkeley; the Spanish by Mary Eleanor Peters and Lucy Hall, San Mateo. The Bureau is sponsored by Modern Language Association of Northern and Central California.

* * *

Biographical Directory of American Men of Science now appears in its 7th edition. It contains about 33,000 biographical sketches. The 6th edition appeared in 1938. California is abundantly represented in the new edition. The price of this unique and praiseworthy reference book is \$14. Editor, Jaques Cattell; address, The Science Press, North Queen Street and McGovern Avenue, Lancaster, Penna.

* * *

Home Health and Nursing by Dr. Alma Long of Purdue, an illustrated book of nearly 400 pages published by Appleton-Century, is an excellent practical text for senior high school pupils. One of the important objectives of the book is to establish a wholesome point of view and right attitudes towards the problems of health. Another objective is to provide an understanding of the vital significance of good health and a knowledge of the resources available for the restoration and preservation of health; price, \$1.72.

Announcing ESSENTIALS OF COMMUNICATION

by

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Teacher of English
Laboratory School, George Peabody College for Teachers

MYRIAM PAGE

Teacher of English
Wilbur Wright High School, Dayton, Ohio

This is a complete course in the mechanics of high school English. Each book of the series is made up of some ten units, each dealing with one of the broader phases of the subject. These units are so constituted that they may be used in any order that the teacher may desire, and while the organization and material of these books offer a complete and basic course for instruction in the mechanics of English, the material may also be used most successfully to supplement another series of basic texts. There are four books in the series, one to be used in each year of high school.

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These books combined with ESSENTIALS of EVERYDAY ENGLISH provide a continuous program of English for Grades 2 to 12.

OUR NATIONAL ANTHEM

Henrietta Holland, Teacher of Social Living, Sturges Junior High School,
San Bernardino

CHILDREN and adults alike sing The Star Spangled Banner so commonly that its very familiarity tends to dull our patriotic response to it.

The better we understand anything the deeper our appreciation of it is. This is especially true of music. To understand our national anthem will deepen our respect for it and heighten the feeling of patriotism which it arouses in all of us.

Many adults do not understand the anthem — neither the words nor the story of its origin and its meaning. It is our duty as teachers in these times of stress to help our pupils understand and appreciate our national song.

The story of The Star Spangled Banner is fascinating in itself, and provides excellent material for the story-hour or the reading-period.

During the War of 1812, Francis Scott Key, a young Baltimore lawyer, made a visit to an English battleship to secure the release of a friend. During the evening, Key and his friend were entertained on the English boat by the British officers, and during the evening they sang an old drinking song, To Anacreon in Heav'n — popular in Colonial Days in America.

However, since the commander was planning an attack on Ft. McHenry, he would not allow the Americans to return to Baltimore. During the darkness of the long night, Key watched the bombardment of the Fort — hoping for its safety and yet fearful it might fall.

During the anxious moments, as he watched, it was natural that the tune of the song he and the others had sung the night before should ring in his ears. To this tune Key's worried thoughts beat time and eventually shaped themselves into the words and the stanzas we sing as "The Star Spangled Banner."

The words mean a great deal more to us when we think of that staunch

patriot — anxiously watching through dark hours, the fate of his nation's banner and wondering fearfully,

"Oh say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?"

And then we catch some of his triumphant rejoicing in its survival as we sing the words,

"In God is our trust.
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!"

A knowledge of the circumstances out of which our national anthem grew will make it more meaningful. A study of the song as a piece of poetry will put meaning into its words. In truth, when we study it, the song tells a story.

LET'S help our pupils understand the song so that as they sing our national anthem they too, in these troubled times, can rejoice and hope, confident that,

"The star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave."

* * *

Short Cuts to Information, time-savers for teachers, librarians, and all who must find the answers, is a 32-page bulletin issued by H. W. Wilson Company, 950 University Avenue, New York City, 52; price, 25c. This concise guide by Zaidee Brown is of great use to every school librarian.

* * *

D. C. Heath and Company, 285 Columbus Avenue, Boston, have recently issued Alternate Spanish Review Grammar and Composition Book, revised, by Seymour, Carnahan, and Hespelt, price \$1.52; Spanish Review Grammar and Composition, by L. H. Turk; \$1.56.

For California
Teachers and
Teachers Through-
out the Nation!

FRIDAY, THANK GOD!

by Fern Rives

"A delightfully readable tale, new and fresh in the way it deals with a teacher's life and problems...Plenty of fun, relaxation, tenderness, and real drama in this unforgettable story."—
Sierra Educational News.

\$2.50

G. P. PUTNAM'S SONS
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A Swift-Paced
Novel of the
Conquest
of California!

GOLDEN SHORE

by George
Armin Shaftel

Great figures of history... human love, pride and hate...surge through the pages of this unforgettable story — a panorama of California from 1840 to 1847, when Great Britain, Russia and the United States were rivals for new land. "George Armin Shaftel brings the past to life vividly and freshly, with a keen perception." — *Irene Elwood, Los Angeles Times.* \$2.75

COWARD-McCANN, INC.
New York

In Memoriam

California School People Recently Deceased

William Morgan, personnel director for Pacific Telephone and Telegraph Company, passed away at his home in Oakland in June after a short illness. Not a schoolman, he was so closely connected with school affairs that note should be given of his passing.

He was the only son of G. P. Morgan, for many years superintendent of schools of Tuolumne County, and on a number of occasions accompanied his father to the conventions of county superintendents. He was a fine, upstanding gentleman and will be missed by his many associates.

Besides his father, he is survived by two sisters who are teaching in Oakland public schools.

Phoebe Lois Parker

Anna Irene Jenkins, Los Angeles

PHOEBE LOIS PARKER was born on Abraham Lincoln's birthday — 1863, in the City of San Francisco, and "fell on sleep" 80 years later in

Los Angeles, March 1, 1943. She came from sturdy, God-fearing, New England Colonial stock from whose meticulously-kept records and diaries she gave us a bit of U. S. History in California School Yesterdays (second Yearbook of Retired Teachers Association, 1935, page 82). At the close of this vivid word picture of the experiences of her pioneering forbears she gives this brief account of herself:

"When I was ten years old I heard little reading classes. At 14 I graduated from Denman Grammar School, San Francisco, and began earning my board and lodging in private families. I finished Girls High School. John Swetts Normal Class was granted only city certificates so I went to San Jose Normal for my Teachers Diploma (1881)."

"I taught about 13 years, in Humboldt, Mendocino, Alameda and San Diego counties, then spent 7 years in the field of nursing."

"Spent 2 years at old Los Angeles Normal in the kindergarten department, graduating 1907. Taught nearly 40 years in district, village and city schools and resigned at the age of 70.

"My happiest and most successful work was in Los Angeles — 9 years of substituting in kindergartens. I got a big thrill out of it!"

She actually taught in Los Angeles 1907-1933 — but was particularly happy about the substituting.

Phoebe Parker gave one further contribution to her profession. She was a consistent member and supporter of her professional organizations. Thanks to her devoted labors following her retirement at 70, the Hailmann Memorial Library, housed at UCLA, has a remarkable, practically unbroken file of kindergarten magazines beginning with the earliest copies of Elizabeth Peabody's Messenger.

No less remarkable was her interest in CTA and NEA, which she climaxed two years before her retirement by contracting for a Life Membership in the NEA, paying the last 8 payments on it out of her meager state retirement pension! Truly, "she being dead yet speaketh!"

Ross Stephens

ON JULY 10, Ross Stephens, principal of Garfield Elementary School, Pasadena, passed away suddenly of a heart attack. He had spent most of his working-years as a teacher and administrator in California.

After receiving his AB and AM from University of Illinois, he came to California and engaged in teaching in Pasadena. Active in his administrative work, he also had practically completed his work at USC for the degree of Doctor of Education.

In 1926, Mr. Stephens resigned from his position in the Pasadena High School and accepted the principalship of Modoc County High School at Alturas. He served there 9 years and his outstanding contribution to education in that area made him beloved by pupils and parents as well.

While at Alturas, he was responsible for the building of a fine new gymnasium for the school. He took part in local activities and was president of the Rotary Club, Commander of the American Legion, and active in Masonic work.

He returned to Pasadena in 1935 to become principal of the Garfield School. There he rendered the same fine conscientious service that had marked his work in upper California.

Member of Phi Delta Kappa and Kappa Delta Pi, he enrolled every year since he came to California in California Teachers Association and National Education Association.

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Post-War Training and Adjustment, a 54-page bulletin issued by Institute of Adult Education, Teachers College, Columbia University, New York City, is a statement of principles relating to the educational problems of returning soldiers, sailors, and displaced war industry workers. Edwin A. Lee, dean, School of Education, University of California at Los Angeles, is a member of the large national Commission on Post-War Training and Adjustment.

* * *

As the Child Grows

SILVER BURDETT COMPANY has issued an interesting and scholarly volume on the growth and development of the child, by Helen Brenton Pryor, MD, professor of hygiene and medical adviser of women at Stanford University; preface by Dr. Paul R. Hanna, professor of education at Stanford.

The text covers a wide range of educational material. Included are,—individual differences of children, heredity vs. environment, early stages of development, nutrition and diet, posture and body mechanics, and prevention and control of disease. It also discusses the pre-school child, the primary grades, the period of pubescence and later adolescence. The illustrations are interesting. Price \$3.

* * *

Prepare Yourself

A PHYSICS laboratory workbook, Prepare Yourself, experiments with practical applications,, by Tu-leen and others, is published by Scott, Foresman and Company, 623 South Wabash Avenue, Chicago. This big book, 8 x 10½ inches, has over 300 pages, 60 experiments; 80 illustrations, paper bound, punched for loose-leaf use; price 96c.

The book is organized in 10 units—measuring, mechanics of fluids, molecular physics, mechanics of solids, heat, sound, light, magnetism and electricity, electromagnetic induction, and radio.

In each unit there are four or more experiments—60 experiments in all, with 19 in electricity and radio. With so much material to choose from, the instructor can readily adapt this laboratory book to suit his course—or vary the work to suit the needs of individual students.

A teachers edition, including answers to all exercises, and teaching suggestions for each unit, is available.

SCHOOL OF THE AIR

SCHOOL OF THE AIR OF THE AMERICAS

Louise E. Taber, Education Director of KQW, San Francisco and San Jose

COLUMBIA Broadcasting System's most important educational series, School of the Air of the Americas, presented Monday through Friday, opens its 1943-44 program on October 11. This is the 14th year of presentation from coast to coast and over the Canadian Broadcasting Corporation, the largest group of stations ever to carry an educational feature.

In the annual poll conducted by Motion Picture Daily, the School of the Air was given first place for 1942 in the Best Educational Program classification by radio editors of the United States and Canada. Also this series was among the top 8 Childrens Programs selected by a poll of 120 Canadian and U. S. radio editors.

When the 1942-43 series started, Lyman Bryson, CBS director of education, stated that "the Government of the United States has announced that the School of the Air will be, for the duration of the emergency, an official channel through which the Office of War Information will convey news, information and instructions for civilian activities to the children and young people, teachers and the parents of America," making this series broader in scope and of greater national importance than ever before.

A new subject that created exceptional interest was the Friday program covering current events, government and history, titled This Living World, as it provided for a 10-minute discussion period by students.

This was done by children from New York City high schools, Columbia's San Francisco Station KQW and its Los Angeles Station KNX frequently substituted students in their own localities to participate in discussing the subject of the day. Each time 4-8 students have shared this privilege.

This has added local interest and has been a source of keen inspiration to the students, who have devoted much time and study to the questions. Mrs. Frances Farmer Wilder, CBS Director of Education for the Pacific Coast, reports that this local participation has greatly increased adult audiences in Southern California.

KQW has not confined its student-discussion to its own city, but has called upon students from the East Bay cities. In Los Angeles, the city and county schools have participated.

The teachers manual for School of the Air, a booklet outlining the entire series to facilitate classroom use, has lists of books and other publications for suggested reading on the various subjects. Requests for this manual have surpassed all former years, over 11,000 having been distributed in California. The manuals are in demand not only by teachers, but also by PTA members. One of the aims of the series is to encourage parents to listen and so create discussions at home between children and grown-ups. The teachers manual is sent out gratis, and requests for it are invited by KQW and KNX.

Leon Levine, assistant director of CBS department of education in New York City, announces that the 1943-44 programs will assume a more global scope in keeping with the trend of events; world geography will be featured.

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VISUALIZED NUTRITION

Adina Wiens Robinson, Assistant Professor of Nutrition, Stockton Junior College

IN the spring of 1942, the PTA of Stockton and San Joaquin County Nutrition Committee combined their efforts to extend the school-lunch program to the 60% of our city schools not having any form of school lunch except the corner "hamburger joint."

One morning I put this challenge to my nutrition students: "Would you like to have a part in improving the nutritional health of your community's children?" They were keen to respond.

With very little direction from the instructor they worked out the following laboratory project:

Purpose of the Experiment with Rats:
To illustrate the importance of good food for growing children.

Pertinent Data:

Five male rats (weanlings) were selected from each of 3 litters. One from each litter was placed in each of the following experimental groups on the same day:

1. Common poor diet only.
2. Common poor diet + candy.
3. Common poor diet + cola and hot-dog.

4. Common poor diet + model school-lunch.
5. Common poor diet + model school lunch + a good breakfast.

Diets:

Each group received the same amount of the thoroughly-mixed common poor diet, plus whatever was indicated by the group allotment of hot-dog or school-lunch, etc., in quantities roughly proportional (with respect to the common diet) to what children actually eat.

Results:

	Initial Wt.	Final Wt. (After 7 wks.)	Gain in Wt.
1. Poor diet only.....	70	187	117
2. Poor diet + candy	73
3. Poor diet + cola and hot-dog	68	175	107
4. Poor diet + school-lunch	75	240	165
5. Poor diet + school-lunch and breakfast	75	285	210

Note 1. The "candy" rats were growing at a parallel rate with the "poor-only" rats, up to the 5th week, when all three of them mysteriously disappeared and haven't been heard of since. We suspect foul play at the hands of some anatomy students.

Note 2. At the end of the 7 weeks all the rats were placed on an average stock diet which is adequate but not exceptionally nutritious. The "recovery" of the poorly-growing rats was noticeable by the end of 1½ weeks.

Conclusions: The differences in weight-gain and the significance of it is dramatic, especially when the rats are held up for comparisons. We think it is particularly suggestive that the cola-hot dog" group grew less than the "poor" group in spite of the fact that the cola and hot dog were given in addition to (not instead of), the poor common diet. Of course we recognize that repeated results are needed to draw definite conclusions.

During the 5th and 7th weeks the students took turns (on their own time) to take the experimental rats to various elementary schools, through requests of teachers or principals (even to some classes at the high school) to show them to the children. They pointed out the object-lesson in words to fit the age-level of the children.


There is, of course, no way to assess the effect of their efforts on the ultimate nutritional health of these children. The resultant consciousness of social responsibility on the part of the girls was very real, and even measurable. When an SOS came to the Nutrition Committee from one of the nearby schools, saying that their cafeteria was going deeper and deeper "in the hole" and the manager was about to quit, these same students volunteered to take over and serve an adequate 15c plate lunch.

This they managed (on their own

free time, according to their class schedules) with gradually decreasing supervision and assistance from the instructor, so that during the last two weeks of school (in day to day relays of two or three) they had complete charge of planning, buying, cooking and serving some 70 or 80 children.

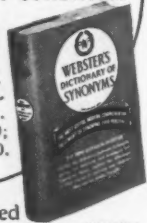
They pulled the finances "out of the hole" and served a tasty nutritious lunch. The experience of the girls was priceless; their contribution to human welfare we shall never know.

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Home Economics

LITTLE, Brown & Company, Publishers, 34 Beacon Street, Boston, 6, are issuing a Home-Economics Series of attractive booklets illustrated in color. The most recent one, 8th in the series, is A Guide to Consumer Buying by Hazel T. Craig. The series is edited by Helen Judy Bond, head of Home-Economics, Teachers College, Columbia University.

Titles of the 8 booklets comprising the series are, — Careers In Home Economics, Living With The Family, Home Nursing, The Story Of Textiles, Good Grooming, The Meaning of Nutrition, A Guide To Consumer Buying, Child Care and Development. Each has 64 pages of text and pictures and is well bound in strong paper; price 44c each. All are written by experts on vital topics in the light of present day conditions. Home-economics teachers find them excellent.

Home Laundry

BASIC facts of the chemistry of washing, fundamentals of soil removal and approved home-laundrying methods are contained in a new educational manual *Modern Home Laundrying* announced by Westinghouse Home Economics Institute.

The booklet discusses why and how clothes get soiled, how washing removes soil, general home-laundrying procedure, how to launder difficult fabrics, and care and use of washing machines and other home-laundrying equipment.

Prepared by Mrs. Julia Kiene, director of Westinghouse Home Economics Institute, the new 16-page booklet is intended as a reference-manual for teachers and home economists. A desk copy is available without charge and extra copies at five cents each by writing to Consumer Education Service, Westinghouse Electric and Manufacturing Company, Mansfield, Ohio.

* * *

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Stuttering, significant theories and therapies, by Eugene F. Hahn, assistant professor in speech education and director of speech clinic, Wayne University, Detroit, a text of 190 pages, is published by Stanford University Press; price, \$2. It can be used as a text in a seminar in speech pathology or as auxiliary reading in any speech-correction course.

* * *

For *This We Fight*—the striking 26-week series of broadcasts discussing postwar problems, presented by NBC and carried by 126 stations throughout the nation—has won a wide and enthusiastic audience.

Every Saturday evening through November 27, 4 to 4:30 PWT, distinguished authorities talk over the many vital issues involved in achieving full use of our national resources and higher living standards for us all. Each program presents brief statements by outstanding experts, followed by informal discussion of questions sent in by listeners.

Printed copies of each broadcast are available free on written request. In addition to a complete report on the speeches and discussion in the program, each copy contains a factual statement on the subject considered, discussion questions, and reading conferences. Quantities are available for organization use for the cost of printing. Write for rates.

For further study on the questions considered, Twentieth Century Fund has prepared *Wartime Facts and Postwar Problems*, a study and discussion manual edited by Evans Clark. (144 pp.) It covers all the topics considered in the second series of programs and is available for 50c. Commission to Study the Organization of Peace also has a special study-course, *Your Stake in the Peace* (32 pp.), available for 10c.—Evans Clark, Director, Twentieth Century Fund, 330 West 42nd Street, New York City 18.

* * *

Family Life Education Workshop, held last summer at Mills College, was so successful that plans for several workshops for next summer are now being formulated. Anyone interested in them or in literature, publications, or newsletters concerning family life education should write to Dr. Paul Popenoe, American Institute of Family Relations, 607 South Hill Street, Los Angeles.

* * *

Los Angeles City and County Schools Workshop in the Education of Mexican and Spanish-Speaking Pupils held this past July at Abraham Lincoln High School, Los Angeles, is the title of a beautifully printed and illustrated 12-page descriptive brochure with a foreword by Drs. Kersey and Trillingham

McCormick-Mathers Books

Growing Up With Arithmetic, Books 4 and 5, for 4th and 5th grades, Rose and Ruth Weber; published by McCormick-Mathers Publishing Company, Wichita, Kansas.

EACH course in *Growing Up With Arithmetic* series reviews the work of the previous grade and continues the systematic instruction designed to build confidence and a genuine liking for arithmetic.

Every unit is a stepping-stone to the one which follows, so that the pupil learns arithmetic as a series of related meaningful experiences.

These new books are a continuation of the *New Arithmetic* series by Rose and Ruth Weber. Books for grades 1-3 were published last fall. (See this magazine, September 1942, Page 28.)

A set of tests, provided in a separate pamphlet, is free with each book and a teachers manual accompanies class orders.

* * *

We Cannot Escape History, a book of 380 pages, by the noted foreign correspondent, John T. Whitaker, published by Macmillan, price \$2.75, contains superbly graphic reporting of the struggle of world forces by a great journalist who warned America against Japan just as he predicted with startling accuracy Germanys invasion of the Soviet Union.

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THIS curly-haired young seaman dressed in his faded blue fatigue clothes, is shown welding two pieces of light-gauge galvanized sheet-metal at Advanced Naval Training School, Treasure Island.

Here, as in other vocational training schools instituted by the Navy all over the United States, thousands of young lads are receiving valuable instruction in all of the mechanical and engineering arts. When peace comes, they will be thoroughly prepared to

take their rightful places in American industry.

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Victor welding and cutting torches are serving our Armed Forces in every theater of war from the Aleutian outposts to the North African desert, on battleships, at air bases, and in every phase of maintenance, construction and salvage work.

PROFESSIONAL ETHICS

HOW ARE YOUR PROFESSIONAL ETHICS?

Leland Glover, Teacher, Franklin Junior High School, Long Beach*

IN these war-weary days it is desirable that teachers pause and take inventory of their professional ethics. This self-test, adapted from the Code of Ethics adopted by the Representative Assembly of the National Education Association, July 2, 1941, may be helpful in reminding teachers of the professionally-correct way of doing things.

The questions are so-formulated that "Yes" is the professionally-correct answer, and "No" is the professionally-incorrect answer.

In certain questions which may not immediately apply to each teacher, the word "Would" is enclosed in parentheses to make the question hypothetical.

As in the NEA Code of Ethics, the term teacher in this questionnaire includes all persons directly engaged in educational work, whether in teaching, an administrative, or a supervisory capacity.

1. Am I just, courteous, and professional in all my relations with pupils?

2. Do I consider my students individual differences, needs, interests, temperaments, aptitudes, and environments?

3. Do I refrain from tutoring my students for pay or referring them to a relative to be tutored for pay?

4. Do I refrain from disclosing any information obtained confidentially from my pupils when it is not in the best interest of the child and the public?

5. Do I seek to establish friendly and intelligent cooperation between home and school?

6. Do I refrain from doing or saying anything which might undermine the confidence and respect of my pupils for their parents?

7. Do I inform my pupils and their parents regarding the importance, purposes, accomplishments, and needs of my school?

8. Do I teach and practice democracy in my classroom and in my community?

9. Do I refrain from using my classroom privileges and prestige to promote partisan politics, sectarian religious views, or selfish propaganda of any kind?

10. Am I loyal to my school system?

11. Am I loyal to my community, my State, and the United States?

12. Do I exercise my American right to give constructive criticism on my school system, my community, my State, and the United States?

13. Is my way of life acceptable to my community and to the teaching profession?

14. Do I accept willingly reasonable community responsibilities offered me?

15. Do I avoid allowing myself to be exploited in my school and community?

16. Do I encourage able and sincere individuals to enter the teaching profession and discourage those who plan to use this profession merely as a stepping stone to some other vocation?

17. Do I maintain my own efficiency by study, by travel, and by other means which help me keep abreast of the trends in education and the world in which I live?

18. Am I a member of my local professional organization?

19. Am I a member of my State professional organization?

20. Am I a member of a national professional organization?

21. Do I refrain from promoting organized rivalry and divisive competition which weakens the cause of education?

22. Do I insist upon a salary-scale commensurate with the present social and economic demands?

23. Do (Would) I refrain from underbidding a rival or accepting a below-schedule salary?

24. Do (Would) I refrain from applying for other positions with the intention of forcing an increase in salary in my present position?

25. Do I expect a deserved salary increase? (If I am an administrator, do I make every effort to secure for my teachers deserved salary increases?)

26. Do (Would) I refrain from applying for a specific position currently held by another teacher?

27. Do (Would) I apply to the proper authority for a position rather than "use" an unofficial person of influence?

28. Do (Would) I reply upon my qualifications to obtain a job, and do (would) I refrain from applying pressure on school officials to secure a position or to obtain other favors?

29. Do I hold in strictest confidence confidential information about other teachers?

30. Do I refrain from maliciously gossiping in public and in private about other teachers and attempt to stop that which I hear?

31. Do I faithfully adhere to my contract until it is dissolved by mutual consent?

32. Am I democratic in my relations with my fellow-teachers?

33. Do I transact official school business with the properly-designated authority?

34. Do I encourage professional growth of other teachers by promotion or by other appropriate methods of recognition?

35. Do (Would) I recommend a worthy teacher for a better position outside my school system rather than try to retain his or her services?

*Now in U. S. Army, Classification Office, Headquarters 4th Air Force, 180 New Montgomery Street, San Francisco.

36. Do I refrain from criticizing other teachers to anyone except the properly designated authority?

37. Do I report to the duly constituted authority any matters which are detrimental to the school?

38. Do (Would) I refrain from interfering in any matter between (among) other teachers, or another teacher and pupil(s) unless I am called upon?

39. Do (Would) I refrain from acting as an agent, or accepting a royalty, or other compensation for endorsing books or other school materials in the selection or purchase of which I may exert influence?

40. Do (Would) I refrain from accept-

ing a commission or other compensation for helping another teacher secure a position?

* * *

Charles F. Pye, who had served 21 years as the state executive secretary of Iowa State Teachers Association, passed away at his home in Des Moines early in August after an illness of several months. One of the pioneers in his work as an executive secretary, he did much for the welfare of the teachers and schools of Iowa.

Mr. Pye resigned two years ago from his position as state executive secretary and was followed by Miss Agnes Samuelson who was then serving as State Superintendent of Public Instruction in Iowa.

* * *

George E. Hogan, Humboldt County superintendent of schools, has become credential technician with the division of credentials in the state department of education at Sacramento.

His new duties consist of reviewing processing applications from teachers who want to teach in California.

Hogan was graduated from Humboldt State College in 1933 and taught in the county schools. He first was elected county superintendent in 1938 and was reelected in 1942.

* * *

The American Scientist, a quarterly published by Sigma Xi, now in its 31st volume, is published under editorial supervision of the executive secretary of the Society, Professor George A. Batsell, Yale University, New Haven, Connecticut. Carl D. Anderson of California Institute of Technology, is a member of the executive committee. The recent excellent Spring issue features an outstanding article on synthetic rubber by Dr. H. Mark, distinguished international authority in this field.

* * *

Curriculum Principles and Social Trends by J. Minor Gwynn, associate professor of education, University of North Carolina, an illustrated book of over 600 pages, published by the McMillan Company, discusses the evolution of the curriculum in the elementary and secondary schools of the United States, with special emphasis upon recent curricular developments. It is a comprehensive and satisfactory text; price, \$3.50.

* * *

Drama Goes to War is the title of No. 7 in the Modern Drama Chapbooks by Dr. Joseph Mersand, instructor in English, Boys High School, Brooklyn, price, 50 cents. Radio Drama, 1942-43, a new department in Film and Radio Discussion Guide, comprises 8 pages, 10 cents. Address the author at 284 Montauk Avenue,

Brooklyn. Dr. Mersand's numerous publications are of practical help to all high school English teachers.

* * *

Commission To Study The Organization Of Peace, 8 West 40th Street, New York City, has issued through its education committee an important statement on the teaching of international cooperation, signed by 28 distinguished educators; Emily Hickman is chairman of the education committee.

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Trilobites are Interesting to School Pupils on All Levels

TO the student beginning the study of Paleontology, probably no group of fossils is as interesting as the Trilobites.

These curious, extinct crustaceans appear in the earliest Cambrian rocks as highly-developed organisms.

They were the dominant form of life of that time some 500,000,000 years ago and beyond doubt held the ruling position in the animal kingdom for at least 100,000,000 years until the cephalopods achieved their maximum development.

From that time until their disappearance in the late Paleozoic, the Trilobites gradually declined in numbers and importance.

Probably the commonest of all Trilobites is the form found in the middle Cambrian rocks of Millard County, Utah, near Antelope Springs.

The accompanying pictures show a shipment of these.—Excerpt from Wards Natural Science Bulletin.

* * *

Sergeant Fred A. Kelly, now in charge of the U. S. Navy Recruiting Substation at Eureka, is Number One in enrollment in CTA for 1944 (see this magazine May issue, 1943, page 22). Sergeant Kelly has held this record for the past 10 years, first as superintendent of Gonzales high school and later as a teacher in San Francisco. On entering the service he was in charge of the recruiting office at Santa Rosa. Besides his service in the present war, he is a veteran of World War I.



Here is a single beautiful specimen of a Trilobite, with the surrounding rock carefully chipped away. Trilobites were the dominant form of life on this planet 500 million years ago and held the ruling position in the animal kingdom for at least 100 million years. Plates courtesy Ward's Natural Science Establishment, Rochester, New York.



This girl, an expert in the classification of fossils, is carefully sorting a fine shipment of a common Trilobite which occurs in great numbers near Antelope Springs, Utah.

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In-Service Training

THE Administrator and In-Service Training of Teachers is the title of an excellent 8-page mimeographed report recently issued by Modern Education Committee, CTA Southern Section, of which Melvin E. Bowman, principal, Franklin Elementary School, Santa Barbara, is chairman.

The committee sent out nearly 1,000 questionnaires of which 508 were answered. The summary of findings and conclusions is of great value and help. Major topics

include,— faculty meetings, supervisory activities, visiting, demonstrations, and guidance.

The most outstanding problem, according to the report, is the need disclosed for a reconsideration and re-examination of the faculty-meeting as a means of improving instruction.

The report urges administrators to utilize every method which will give teachers keener and more sympathetic insight into the real needs of children. Mr. Melvin Bowman and his committee have done a praiseworthy work.

CENTRAL AMERICA

A TEACHING UNIT ON CENTRAL AMERICA

*Lucille Counts Kime, Teacher, Sixth Grade, Longfellow School, Pasadena;
Harley W. Lyon, Principal*

THE study of Central America has proved one of the richest units I have ever taught. Guatemala, of all these countries, held our special interest and became the center of our activities. While in Guatemala* I was told by Father Rossbach of the Chichicastenango Church, that the Cedar Deer was the most authentic book written about Guatemala.

We, therefore, took Addison Burbank's story of a little boy and his family as our lead. By reading this together we branched off into the fields of interest that it pointed out. Guatemala is rich in Indian life and

culture. The beauty of its land and the fine attitude of its government make it an interesting country to study.

Our research led us into many avenues. The typical scenery of the country and a study of the gay costumes made our art rich in color and interest. This study of dress offered opportunity to study weaving and design, and eventually we made wire dolls and dressed them. One group dressed puppets and used them in little original plays.

We fashioned pottery out of clay brought from Palm Springs by a student, and we used the figurines in market scenes in dramatic play. Later, we created more pottery of better clay and painted it and shellacked it.

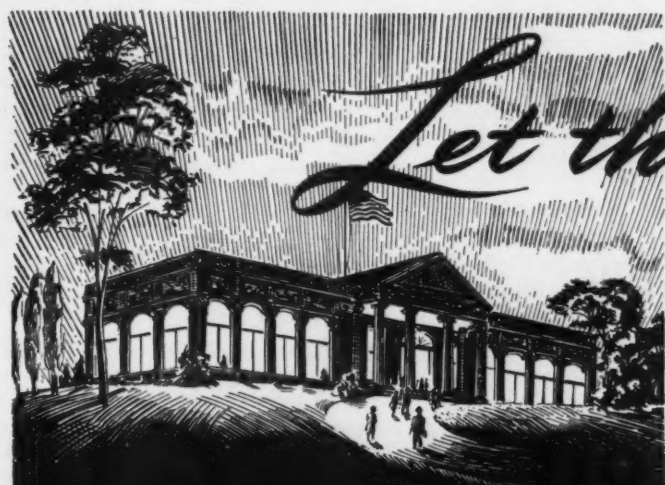
Our boys made machetes and used them in original rhythms. They also built two cacistes which were used over and over again in dramatic play. A small bamboo hut finally became almost worn out because of its constant use in arranging typical scenes, not only of Guatemala but of other Central American countries as well.

We especially liked playing a market scene because we could all be in it. This, of course, necessitated a trip to the flat floor of the auditorium where we had room to spread our wares.

One side of the stage made a fine mountain-side where a family could get ready for market, and wind its way down the hillside (steps) to join the others. The other side of the stage made an excellent church like the one in Chichicastenango.

By the church steps was the barber shop, and a little marimba (really from Guatemala) furnished music. Tourists came in to buy souvenirs, and to take pictures. Movies of the

* Mr. and Mrs. Kime spent a sabbatical year in Central and South America.



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church and market scenes showed us the real thing to study.

We had the good fortune to have Lolo and Lito, two little Guatemalan boys (whom I had met in Guatemala) to spend the day with us. Among other things they told us of their trips to the markets and how one must bargain for wares. In fact, they acted it out for us; then we pretended to buy from them. They had a suitcase of beautiful textiles and other things which we were allowed to use for a month.

Later we wrote letters and sent a valentine (a child's pictured dictionary) to these boys, and we thus learned some practical lessons in good neighborliness.

A Book of Zoography by Ray L. Ditmars furnished us fine material on the animals of Central America. A beautiful picture-map inspired us to make a large one in two shades of green colored chalk. We used it not only to locate some animals, but to picture and place other things we had learned of the country. We find it takes so much less time by using colored chalk, which will last quite long enough when sprayed with fixatif.

Our music was particularly rich also, because we learned to sing several songs from the Central America area. Ones we enjoyed especially were:

Maya Land from Tunes and Harmonies.

To Carmencita from We Sing the World of Music.

The Pearl from Folk and Art Songs, Book 2.

Cuba from Latin-America Songs.

Besides these we sang and played El Manton de Manila and orchestrated other Spanish songs.

We composed a song and a tone poem which we used in a rhythmic story of our

study of the banana. I thought the movie A Cup of Coffee might inspire further study and research in the study of coffee, but the class was only mildly interested. It was the movie Banana Land and the attractive little book Green and Gold that caught their fancy and proved so interesting that soon we were playing out the whole story in rhythm and song.

Our Routine in Detail

To go into detail our routine went like this:

1. Clearing of the Jungle, as the boys cut away the jungle vines with their own hand-made machetes to tunes of the auto-harps.

2. Planting of the "bits" or roots:

A. They dig the holes.

B. A mule brings in the "bits" to place beside the holes for planting and a little rabbit hops up unexpectedly and frightens the mule.

C. They plant the "bits" and cover them up with dirt.

3. Six months later the crop is inspected:

A. The proud owner (our biggest boy) and his family stroll among the plants, proud of the work and glad harvesting time is near.

B. An overseer meets his boss, and they consult on a problem or two.

C. A beautiful tone-poem was composed for the music and used here; it was played on auto-harps and bells and sung with "loo" by the class.

4. The cutting and loading of the bunches included mules and men at work with rhythm and music.

5. The loading of the bunches on the boat:

A. A jolly, happy song was composed for the workers to sing on their way to work.

B. After the day's work the song changed and was used for a going home tune.

C. Two-part singing and an obligato made this a lovely composition.

All during our study of Guatemala we kept an interesting bulletin-board. After a discussion on current happenings, the best clippings were pinned on the board, and a string led over to the country mentioned. In this way we often had other Central American and South American countries called to our attention.

During this time we also made a box where stories and articles of interest were filed. Sunday-school papers, magazine articles, and Junior Red Cross magazines have furnished us rich material. Some of that is waiting for us to use next semester when we get to South America.

The last month of our unit we spent in the other countries of Central America. Groups of Good-Will Ambassadors were sent to each country and each came back reporting in different ways, such as plays and puppets. One group made a beautiful book and they all contributed to our general knowledge. In order to make this part of the unit as rich as possible, something interesting was introduced about each country—something they could always remember when the country was mentioned.

For Panama we studied the canal and saw a movie showing the building of the canal. Kodachrome slides gave them memorable pictures of the islands of the Caribbean. Students built little wooden-wheeled carts, and decorated them in gay designs like the ones in Costa Rica. (See School Arts Magazine, November, 1940.)

We remember El Salvador as the home of the balsam tree where The Young Balsamero (Around the Caribbean) worked so bravely to get the balsam ready for market. We know Nicaragua as the location of the next canal. Honduras means "depths." In this land are some strange Mayan Indian ruins.

The radio programs given by The School of the Americas has been a help to us in understanding the history and music of this section, as well as its contribution to the historical background for the study of South America. No matter where in Latin-America the story happened to be, with some preparation for the lesson we were able to build up a fine background for understanding our southern neighbors.

It seems that the history of this section with the early explorers is quite real and has much more meaning taught here than earlier. America's World Background (State Text) furnishes units on What Columbus and the Other Bold Explorers Found Out, How Latin-America Rose from under Spanish Control, and Recent Progress in Latin-America. Some of this will be used later in our study of South America.

It is true that for lack of sufficient material it was necessary at times for the teacher to interpret adult material for them. Students often took notes as the teacher read, and discussions proved that the children were generally able to understand and remember quite as much from this as from their own research.

Sources of Material

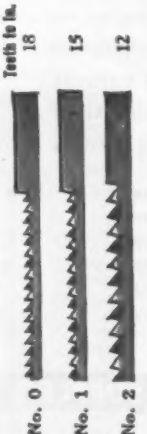
Following are sources of material that we found especially helpful.

1. Southern Neighbors, which is quite good as a supplementary text. A set of these for the class would be fine. (I only had the sample copy.)
2. Cedar Deer, Addison Burbank. This is considered one of the most authentic stories of Guatemala.
3. Letters from Guatemala, Good.
4. Panchita, D. Goetz.
5. The Boy With the Parrot, Coatsworth.
6. Children of the Fiery Mountain, Cannon.
7. Book of Zoography, Ray L. Ditmars.
8. Green and Gold, Hader.
9. Around the Caribbean from New World Neighbor Series. There are three good stories.
10. The Whishing Owl, "A Maya Storybook," Idella Purnell.
11. Tales from Silver Lands, Finger.

There are also many fine magazine articles including:

1. Guatemala Indian Weaving, by L. Os-

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borne, School Arts Magazine, February, 1928. (This is an excellent article.)

2. We Visited Guatemala, School Arts, November, 1940.

3. Art Travel Impressions of Our Neighbors, School Arts, April, 1942.

4. The Long Road of the Cargadores, by M. Reynolds, Pan-American Magazine, December, 1941.

5. National Geographic.

* * *

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Inyo County — Milton.

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Los Angeles County — Castaic, El Monte union high, Palmdale.

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San Diego County — National City — Lincoln Acres, Orange Glen.

* * *

Guidance and Correction

Forrest G. Murdock, San Jose High School

TWO one-week conferences on Youth Guidance and Correction were held this past summer, one at San Jose State College, June 21-25; the other at University of California at Los Angeles, June 28-July 2.

These conferences were held under joint sponsorship of Special Youth Committee of California Secondary School Principals Association and California Youth Authority.

The program included authoritative speakers from the field of education, state institutions, and members of California Youth Authority. The program proved to be of vital interest. The presentations and the discussions which followed were inspirational and helped to crystalize the thinking of all those present.

Fifteen-hundred invitations were sent throughout California to secondary school principals and superintendents, social workers, probation officers, PTA members, and upon request from anyone interested in the welfare of our youth.

There were 280 people in attendance at the two conferences. The results of these conferences will be in proportion to the ability of those present to translate the ideas expressed into concrete action.

Many of the conferees expressed their belief that another such conference should

be held next year to carry on the findings of the conferences of this summer. Plans are now being formulated for 1944.

A complete report of the conferences has been made up in mimeographed form which includes a brief but comprehensive outline of each speakers presentation, followed by a condensation of the implications of the conferences. The report is available through the San Jose High School Office in San Jose at a nominal charge of 50c to defray expenses of mimeographing and mailing.

University of California Extension Division, Berkeley 4, presents facts for thinking people in a series of 14 pamphlets entitled The Fight For Freedom. These may be ordered for an enrollment fee of \$2.50 for the series. William E. Donovan is publications manager.

The papers unite in the common purpose of analyzing the backgrounds of countries engaged in the present world conflict, each from a different point of view, but all directed toward increasing the people's understanding and recognition of the problems facing a post-war world.

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MONTEREY WORKSHOP

MONTEREY WORKSHOP IN GUIDANCE AND MENTAL HYGIENE

*Albert M. Davis, Monterey Elementary Schools and
Norman Fenton, Stanford University*

THE elementary schools in Monterey have had a program in the field of guidance for a number of years. Begun about a decade ago, as a result of the demonstration program of California Bureau of Juvenile Research, work has since been continued under local auspices.

In 1937-38, a group of teachers were selected by the superintendent, with the approval and support of the board of education and sent to Stanford University for advanced study in guidance. Each building thereafter had a teacher-counselor with some training and experience in guidance, who was also a member of a central guidance committee for the elementary schools of the city.

The guidance committee worked together in making case-studies of pupils referred to them. These guidance conferences were held at the different buildings and the teachers concerned with the children invited to be present. Some supervisory service was given by California Bureau of Juvenile Research.

Plans for the other aspects of the guidance program in the Monterey schools (the testing surveys, health examinations, study of methods of reporting student progress to the home, etc.) were also considered at meetings of the guidance committee.

It is evident therefore that since the Monterey elementary schools had been interested in the approach of guidance to school problems for a number of years, a workshop in the field of guidance and mental hygiene would find a receptive audience in the school staff. The interest of the board of education in arranging for the lecture program and of the Youth Correction Authority in providing for the

clinical services, made possible the Workshop program. The program of the Workshop in 1942-43 consisted of five general aspects.

1. A series of six general faculty meetings were held at which theoretical materials in guidance and mental hygiene were presented. These principles were illustrated by case-studies. Suggestions for mental hygiene in school practice were developed from these discussions. The topics included were:

- a. The mental hygiene of a school system.
- b. The importance of the teachers attitude toward pupils.
- c. Childrens problems—their nature, frequency and meaning.
4. The relationship between pupil needs and mental health.
- e. Teacher mental health and school morale.
- f. The mental health of parents—and home-school cooperation.

The meetings were spaced at monthly intervals. School was dismissed 40 minutes earlier so that teachers would have ample time to arrive at the central meeting-place. The lectures and subsequent discussions ended promptly at 5 o'clock. Syllabus was given for certain materials introduced into the group meetings.

2. On the afternoon of the day following the lectures, demonstration guidance conferences were held in one of the buildings so that all buildings in the school system were included during the year. The cases were selected by the teacher-counselor in the building and the representatives of the guidance committee and the teachers of the children were present at the meetings. Light refreshments were served before each conference. The principal of the building was invited to act as chairman. Earlier cases studied were reviewed and followed up at regular intervals during the year.

Individual Conferences

3. Conferences were arranged for individual teachers upon their request in order to give them an opportunity to discuss individual pupils in whom they were interested, or their own personal problems in matters of professional concern to them. These conferences were held in a quiet and convenient location in the Administration Building and were confidential in nature.

4. Parents were invited to request a personal conference with the visiting guidance specialist at the Administration Building in regard to problems confronting them in understanding their own children and in

dealing with them in accordance with the principles of mental hygiene. In addition, the parents of the special cases referred for study by the teacher-counselors were also interviewed especially in the cases of pupils to be brought before the guidance conference.

5. A practical study of teacher mental hygiene was included in the Workshop. It consisted of inquiry into the mental hygiene of the everyday life of the faculty of the elementary schools in their school activities. A number of concrete suggestions for the improvement of teacher morale were arrived at in this way.

THE interest of teachers and administrators was sustained during the workshop program. Appreciation of parents and teachers was expressed frequently during the period involved. But it is difficult to evaluate the actual value of the program to the school personnel, especially during the final weeks of the school year. Present plans include the combination of an evaluation study with the request for suggestions for the program during the coming years.

* * *

Elementary Teachers

A Prize Contest for Elementary Teachers

ELEMENTARY English Review, official organ of National Council of Teachers of English, announces a contest for elementary teachers and supervisors in the writing of brief reports on experiences in the teaching of reading.

First prize is \$15; second prize, \$10; third prize, \$5. Rules for the contest are as follows:

1. Contributions must be not less than 250 words nor more than 600 words in length.
2. Contributions must report actual teaching experiences with reading, either independent reading lessons or work in the content subjects, involving specific reading, research, or study skills, or the guidance of leisure reading, in any grade from 1 through 8.
3. Elementary English Review reserves the right to publish any or all contributions received. Contributions will not be returned.
4. Any bona fide teacher or supervisor in English-language elementary schools is eligible.
5. All contributions must be in the Council office (211 West Sixty-eighth Street, Chicago, 21, Illinois) on or before October 21, 1943.

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Arc Welding

THE growing application of such modern alloys as chrome nickel, molybdenum steels, aluminum, nickel, bronze, stainless steels and others has given greater emphasis to the application of hydrogen and the rare gases in arc welding. (See also June, 1943, issue of this magazine, page 2 and front cover.)

Because of the renewed and expanded interest, General Electric Company has now released another one of their beautiful sound-and-color films designed for visual training of operators and others interested in welding. So The Inside of Atomic-Hydrogen Arc Welding now joins the previously released reels entitled The Inside of Arc Welding

The atomic-hydrogen arc offers the operator the same freedom of action as does a gas torch, because the arc is maintained entirely within the holder and is independent of the work.

The Inside of Atomic-Hydrogen Arc Welding is available to schools, colleges or any group interested in this phase of modern welding. Inquiries should be directed to General Electric Company or their welding equipment distributors; which in California is Victor Welding Equipment Company, 844 Folsom Street, San Francisco; E. L. Mathy, vice-president.

* * *

Opportunities at San Bernardino Valley Junior College is the title of a beautifully printed and profusely illustrated brochure interpreting to prospective students and to the people of the region, ways in which the school is meeting the needs of a community in wartime. President John L. Lounsbury states that the college is making a notable contribution to the war effort, retaining at the same time the essentials of college education vital to leadership in the still greater future of our America.

* * *

Child Labor and School Attendance in California is an analysis of the child labor and school attendance law; figures on child-labor and school-attendance and bibliographical references, 7 mimeographed sheets. Address National Child Labor Committee, 419 Fourth Avenue, New York City; Gertrude Folks Zimand is associate general secretary.

* * *

Stanford University School of Education issues an attractive Alumni News Letter; the initial issue, Spring, 1943, comprised 9 mimeographed pages.

Poster Contest

LATHAM Foundation announces a new Victory Poster Contest which began September 1, and closes March 1, 1944.

This contest is particularly planned for school classes who wish to aid their country in the war effort. Posters received in the last contest are being used by the U. S. Treasury,

Red Cross, and similar national organizations.

Because of its outstanding aid in the war effort, Latham Foundation recently received a citation, the U. S. Treasury's Certificate for Distinguished Service.

Posters must be 12 x 18 or 14 x 22 inches, done in any medium. Patriotic topics are to be the basis of the posters. War Savings posters are particularly desired.

For two-color announcements giving all rules and details write to John deLemos, Box 1322, Stanford University.

What about Personal Loans in wartime?

THE regulations governing installment sales and loans to individuals are intended to encourage saving and the payment of debts, and to discourage unnecessary borrowing and spending.

However there are times when individuals need to borrow to meet unforeseen expenses. In such cases American Trust Company aims to make bank credit available on a sound, constructive basis.

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COMING

September 4—162nd Birthday of El Pueblo de Nuestra Senora la Reina de los Angeles (Los Angeles City). Founded 1781 by Governor Felipe de Neve.

September 6—Labor Day.

September 9—Admission Day.

September 23-25—California School Trustees Association; annual convention. Californian Hotel, Fresno.

October 5-7—California Public School Superintendents; annual conference, auspices State Department of Education. Whitcomb Hotel, San Francisco. Meetings at Civic and War Memorial Auditoriums.

October 11-13—Joint Institute; Del Norte, Mendocino, Humboldt Counties and Eureka. At Eureka.

October 12—Columbus Day.

October 12-14—Wartime Public Health Conference; auspices American Public Health Association. New York City.

October 15—California State Tax Conference. Northern California. Von T. Ellsworth, chairman.

October 16—CTA Southern Section

Council; regular meeting. Biltmore Hotel, Los Angeles.

October 16—California Scholarship Federation; annual convention. Los Angeles.

October 24-30—British Book Week.

November 7-13—American Education Week. Theme: Education for Victory.

November 11—The Armistice Day of the First-World War.

November 11-13—Western States Conference of National Recreation Association. Hotel Fresno. George W. Braden, Western Representative, 209 Ledyard Building, Pasadena.

November 13—CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

November 14-20—Childrens Book Week; 25th annual celebration.

November 23, 24—Annual Teachers Institutes, CTA Bay Section, —Marin, Solano, San Mateo, Santa Clara Counties. High School of Commerce Auditorium, San Francisco.

November 25—Thanksgiving Day.

Juvenile Delinquency is the title of a 5-page mimeographed report by a committee of Association of California Public School Superintendents headed by Ira C. Landis, city superintendent, Riverside. Other members of the committee are John F. Brady, president of California Teachers Association, Willard Ford, Doris Sischo, Albert Davis, and Virgil Dickson. W. K. Cobb, Ventura County Superintendent, is president of the superintendents association.

* * *

The Constitution of the United States, Its Sources and Its Application, by Thomas J. Norton, a book of over 300 pages, issued by World Publishing Company and now in its 7th printing, appears in a special edition distributed by Committee For Constitutional Government, 205 East 42nd Street, New York City, price \$1. It completely and coherently explains our form of government and shows its vast accomplishments for the United States in our 152 years of constitutional government. It has a place in every schoolroom.

* * *

What Is A Good Breakfast?, a contribution to the national nutrition program, is a 10-panel folder and chart issued by Cereal Institute, 135 South La Salle Street, Chicago; Andrew Duncan is managing director and Agnes G. Reasor is home-economics director. The excellent pamphlet stresses the importance of cereal breakfast foods in wartime meal planning.

* * *

Shoes—Helpful War-Time Information, to give the customer a better understanding of war-time conditions affecting the kind, quality and serviceability of consumer goods, is a 4-page leaflet, available gratis to California teachers by sending a self-addressed, stamped envelope to the Better Business Bureau, 15 Stockton Street, San Francisco, 8. Muriel Tsvetkoff, general manager, states that the leaflets are very helpful as teaching material in consumer-education classes.

* * *

Harry H. Haworth, supervisor of library and visual service, Pasadena City Schools, is past president, Audio-Visual Aids Association of Southern California. This group issues a praiseworthy mimeographed Newsletter. The latest issue, comprising 12-sheets, gives a comprehensive account of the highly-successful spring conference held in Pasadena. Dr. John S. Carroll, San Diego County superintendent, is president for 1943-44.

Announcing!

- I. The unconditional adoption by the State Board of Education on July 9, 1943, of the following first-choice recommendation of the State Curriculum Commission (Chairman: Superintendent of Public Instruction):

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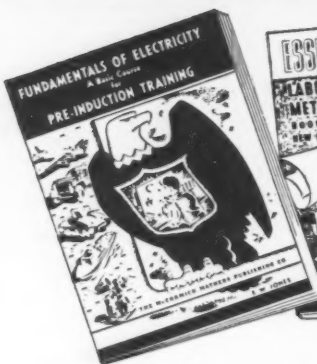
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